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ABSTRACT

A survey was conducted of alumni colleges, which were defined as five- to seven-day residential experiences for adults sponsored by institutions of higher education and focusing on the noncredit study of the liberal arts. Forty-seven institutions were identified as having such alumni colleges; 37 institutions completed a written questionnaire and were included in the study. Objectives were to determine the origins of alumni colleges; the sponsors and reasons for sponsorship; the students and their goals; the intellectual, social, cultural, and recreational components of alumni colleges; and effects on the alumni continuing education program of the sponsors. Information was obtained from questionnaires mailed to the institutions and brochures of the alumni colleges. A bibliography and sample of the alumni college survey are included. (SW)

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CASE

The Alumni College Movement

by Linda Carl

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CASE

The Alumni College Movement 1977

by Linda Carl
Office of Continuing Education and Public Service
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March 1978

PREFACE

An alumni administrator succeeds to the degree that he or she can involve alumni with the institution. This involvement can go far beyond traditional programs such as homecomings, class reunions, and alumni clubs. Innovative ways include continuing education programs, which grow naturally out of the institution's initial relationship with its students in their undergraduate years. One such continuing education program is the alumni college.

Alumni colleges take many forms. Some have strenuous class schedules, complete with lecturers, reading, and homework. Others are "edu-vacations," combining education and recreation. Some occur on campus; others, in resort areas.

As popular as alumni colleges have become, they are not synonymous with continuing education for alumni. Colleges, universities, and independent schools offer many continuing education programs. The alumni college is but one of them.

Author Linda Carl is a program administrator in the Office of Continuing Education and Public Service at the University of Illinois at Urbana-Champaign. She is a doctoral student in continuing education there. When the University of Illinois decided to establish an alumni college, Ms. Carl and a colleague from the Alumni Association, Lou Liay, were asked to direct the program. Enthusiastic about the success of the program and amazed at the lack of information on the alumni college movement, Ms. Carl set out to gather it herself. Now, through this CASE monograph, she shares her findings with others.

Richard Emerson
Vice President, CASE

November 1978

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> So he would come back to our degreeless and gradeless school, but with a difference. He'd no longer be a grade-motivated person. He'd be a knowledge-motivated person. He would need no external pushing to learn. His push would come from inside. He'd be a free man. He wouldn't need a lot of discipline to shape him up. In fact, if the instructors assigned him were slacking on the job he would be likely to shape them up by asking rude questions. He'd be there to learn something, would be paying to learn something and they'd better come up with it. — Robert M. Persig, Zen and the Art of Motorcycle Maintenance.

This paper reports the results of a survey of alumni colleges. An alumni college is defined as a five- to seven-day residential experience for adults, focused on the noncredit study of the liberal arts, sponsored by an institution of higher education.

Although it may be quite clear what we mean by residential noncredit education, the term "liberal education" has bedeviled educators for a long time. Besides the vague agreement that liberal education is worthy on its own account, there is no consensus as to its definition. For the purposes of this paper, we will arbitrarily use Harry Miller's descriptions of the three aims of liberal adult education as a basis for describing the possible range of the "liberal arts" aims of alumni colleges.

Miller, the one-time director of the Center for the Study of Liberal Education for Adults (CSLEA), suggests that liberal adult education conform to one of the following models:

Academic disciplines. This common approach organizes curriculum around the undergraduate college program or some adaption of it in which the liberal arts consist of bodies of knowledge that academic tradition has codified into a series of scholarly disciplines. The scholarly disciplines in turn can be taught as courses.

Intellectual skills. Adherents of this approach assume that knowledge grows so rapidly it is futile to try to master any of the traditional liberal arts disciplines. Rather than attempt the impossible, it is vital to concentrate on the acquisition of basic skills of analysis, criticism, and judgment, via a study of any combination of "liberal arts" subject matter.

"Liberation." This approach asserts that anything that is "liberating" is liberal. This catholic approach assumes that a continuing professional education course has the potential of being a liberating experience for some individuals.

In summary, the first type assumes liberal education is for the communication of knowledge; the second that it must communicate skills; and the third that it must free the participant from some social or psychological bondage (40).*

Although the author has categorized the residential programs in this study as liberal education, none of the programs use "liberal arts" in their name. Most of the residential programs are actually called "alumni college." Sometimes, however, "alumni" is omitted from their title. Institutions which omit alumni/ae may prefer designations such as Alumni Family University (University of Michigan), Vacation College (University of Oregon), Summerweek (Ohio Wesleyan), or Alumni Week (Bowling Green State University).

Other institutions have programs that they call alumni college, but these alumni colleges do not fit the previously mentioned criteria and are thus not included in this study. Alumni college may refer to a variety of educational activities. It may include as little as one seminar or one lecture (39). Alumni college may designate a study abroad program (Vanderbilt University) or a year-round program of cultural and educational events (University of Cincinnati) or a specific series of seminars beginning in September with a day on campus, followed by monthly evening seminars, climaxing in a two-day residential program (UCLA, 1972-73). When not referring to the alumni college of the type in this study, the term is commonly used to refer to a one- to three-day program frequently held in conjunction with reunions and/or commencement (Albion College, American International College, Denison University, Hollins College, College of New Rochelle, Middlebury, University of Montana, Rutgers University, College of St. Francis, Scripps College, Wells College).

In addition to their consortial arrangement, several of the sponsors of the Five College Alumni College host individual alumni colleges. According to one of their directors, these short colleges held in conjunction with reunions have a character totally different from the consortial college (23).

The Five Colleges are not the only institutions that hold both week-long and weekend alumni colleges. Some institutions like Princeton and Harvard use the term "alumni college" to describe their residential week-long program on their campus as well as to describe their three-day weekend in some other part of this country or abroad (51).

One would expect that sponsors of alumni colleges, national organizations for alumni directors, and national organizations for continuing higher education as well as adult educators interested in liberal adult education and members of the vacationing public would be interested in knowing the number, identity, and characteristics of all alumni colleges. But

*Citations refer to Bibliography.

apparently no one has systematically collected and published this information before.

Objectives

Considering the lack of information on the alumni college, the purpose of this report is to characterize the alumni college as it existed in 1977 by answering the following questions:

1. What are the origins of alumni colleges?
2. Who sponsors alumni colleges, and why do they sponsor them?
3. Who comes to alumni colleges, and why do they come?
4. What are the intellectual, social, cultural, and recreational components of the alumni colleges?
5. What are the effects of the alumni colleges on the alumni continuing education program of the sponsor and its institution?

Procedures

I prepared a survey questionnaire and sent the draft to directors of five alumni colleges and to three faculty members in the Department of Administration, Higher, and Continuing Education at the University of Illinois. Each of the faculty members and three of the directors responded to this request for a critique. The final instrument was prepared with the help of the Survey Research Laboratory at the University of Illinois.

The institutions asked to participate in this study were identified as institutions that sponsored alumni colleges by one of the following: (1) the National University Extension Association, (2) the Council for Advancement and Support of Education, (3) the Director of the Adirondack Conference on Continuing Education for Alumni, (4) a directory of "learning vacations," (5) newspaper and magazine articles, and (6) individuals who completed our survey on alumni colleges. The latter respondents were asked to send the author names of any institutions with alumni colleges that had been omitted from a list of alumni colleges sent to each respondent. Of the 57 institutions that were sent letters, 37 indicated they sponsored an alumni college and chose to participate in this study.

Two institutions, the University of Indiana at Bloomington and Colgate University, declined to participate in this study. Eight institutions were identified as having alumni colleges too late to be included in this study (see Table 1 for a list of alumni colleges).

I sent a questionnaire and letter to the director of each institution that had been identified as having an alumni college. A follow-up mailing went two weeks later to those institutions that had not returned the questionnaire. Those institutions that had not responded to the questionnaire by the date requested in the second letter were telephoned in an effort to involve each eligible institution. Each person contacted via telephone then received another letter and copy of the survey. The institutions that still had not sent in their reports were contacted a fourth time via a third letter.

I then tabulated and analyzed data from the survey, along with brochures from many of the alumni colleges.

Origins of the Alumni College

Danish Folk School

Although it may be news to many who sponsor alumni colleges, residential liberal arts education is not a new phenomenon.

The first Danish Folk Schools, for example had some of the same goals as modern alumni colleges. Several authors (1[illegible], 46) have discussed the Danish Folk Schools' contribution to American residential education. David Davis elaborates upon these sketchy accounts in his history of the movement and advocacy of the "folk school" as a model for humanistic education (17).

The Danish Folk School was created in the middle of the 19th Century by Bishop Grundvig while Denmark was going through an identity crisis following military defeat and a major loss of territory. The Bishop hoped that the Danish Folk Schools would help the farmers attending them develop a sense of purpose which would strengthen them as individuals and also improve the morale of the nation.

Long before Paolo Freire denigrated the "banking theory" of education, Bishop Grundvig criticized traditional educational methods which just deposited information in the learner. Grundvig proselytized for education organized around the "living word." This education focused on the dialog between the adult and the instructor as well as upon the dialog between fellow students. Grades and diplomas were considered inessential.

Although students most commonly studied history and literature, also part of the early programs were natural science, music, and recreation (17). It was hoped that by setting the learning situation in a residential community of trust and sharing, folk school would encourage intellectual and emotional maturation--the self education of the participant (17).

At first glance it might seem that the European folk school with its farmer students--students without college education--and its political

Table 1

INSTITUTIONS WITH AN ALUMNI COLLEGE

A. Institutions Participating in This Study

PUBLIC

1. Bowling Green State University, Bowling Green, Ohio
2. University of California at Berkeley, Berkeley, California
3. University of Colorado, Boulder, Colorado
4. University of Connecticut, Storrs, Connecticut
5. University of Illinois at Urbana-Champaign, Urbana, Illinois
6. University of Kansas, Lawrence, Kansas
7. University of Michigan, Ann Arbor, Michigan
8. Ohio State University, Columbus, Ohio
9. University of Oregon, Eugene, Oregon
10. Pennsylvania State University, University Park, Pennsylvania
11. University of Rhode Island, Kingston, Rhode Island
12. St. Mary's College of Maryland, St. Mary's City, Maryland
13. University of Vermont, Burlington, Vermont
14. University of Washington, Seattle, Washington

PRIVATE

1. American University, Washington, D. C.
2. Brown University, Providence, Rhode Island
3. Carleton College, Northfield, Minnesota
4. University of Chicago, Chicago, Illinois
5. Cornell University, Ithaca, New York
6. Dartmouth College, Hanover, New Hampshire
7. Five College Consortium (Amherst, Hampshire, Mount Holyoke, Smith, University of Massachusetts), Massachusetts
8. Harvard University, Cambridge, Massachusetts
9. Hobart and William Smith Colleges, Geneva, New York
10. The Johns Hopkins University, Baltimore, Maryland
11. University of Notre Dame, Notre Dame, Indiana
12. Ohio Wesleyan University, Delaware, Ohio
13. University of Pennsylvania, Philadelphia, Pennsylvania
14. Pomona College, Claremont, California
15. The Principia, Elsah, Illinois
16. Princeton University, Princeton, New Jersey
17. University of Rochester, Rochester, New York
18. Stanford University, Palo Alto, California
19. Syracuse University, Syracuse, New York
20. Wellesley College, Wellesley, Massachusetts
21. Whitman College, Walla Walla, Washington
22. College of Wooster, Wooster, Ohio
*23. Yale University, New Haven, Connecticut

(continued on next page)

* Yale's Alumni College is currently only a weekend program, but plans for lengthening it are being discussed.

Table 1 (continued)

B. Institutions with an Alumni College But Not Participating in This Study

PUBLIC

1. Indiana University, Bloomington, Indiana
2. Michigan State University, East Lansing, Michigan
3. University of Minnesota, Minneapolis, Minnesota

PRIVATE

1. Berea College, Berea, Kentucky
2. Colgate University, Hamilton, New York
3. Luther College, Decorah, Iowa
4. Southern Methodist University, Dallas, Texas
5. Southwestern at Memphis, Memphis, Tennessee
6. Swarthmore College, Swarthmore, Pennsylvania
7. Tulane University, New Orleans, Louisiana

and social objectives would have little impact upon the American alumni college. Indeed, probably few alumni colleges have acknowledged any debt to the Danish Folk School. One college that has acknowledged a debt is the University of Oregon. The University of Oregon has reminded its participants through its brochure that their program is an heir of the Bishop Grundvig's "Living Word" approach to education. In a recent brochure the University of Oregon said, "Organized on the concept that a small residential unit is conducive to the free exchange of ideas and close association with faculty and other participants...based on the philosophy that a few inspiring lectures followed by a small group discussion is a superb way for adults to learn.... If Americans behave like Danes in their vacation colleges, we may be discussing what we are studying while we eat or swim as well as in the school time set aside for discussions" (15).

Chautauqua

Another progenitor of the alumni college is the Chautauqua movement. The Chautauqua movement was founded in 1874 as a pandenominational school for Sunday School teachers. Soon, however, it expanded into secular subject matter and to new forms of adult education.

The philosophy and organization of the residential summer sessions is the aspect of the Chautauqua movement of particular importance to understanding alumni college. One of the founders of the movement, The Reverend John Vincent, also organizer of the summer session, articulated this philosophy in an essay in 1899. He stated, "Mental development is only begun in school and college and should be continued all through life.... In mature life, beyond the limits of the usual school period, the intellect is at its best for purposes of reading, reflection, and production" (26). The reflection ought to be focused on the liberal arts. The students were mainly those rural adults who had not gone to college.

The Chautauqua summer sessions began as a two-week program and expanded to seven weeks at Chautauqua's peak. The summer programs were filled with as many as 180 lectures delivered in various series. The organizers, however, realized that their students were coming to Chautauqua for an education-vacation and not just an education. Thus the summer schedule included social events and athletic events--although these events were much less numerous than the lectures (26).

The Chautauqua summer assembly was so popular that by 1890 it spawned almost two hundred "independents." They tried to be like Chautauqua in New York--as often as possible located near water and a grove of trees. Their programs ranged from a tightly packed five-day program to a month or even more of lectures, concerts, courses, and recreation. Vacationing faculty of colleges and universities were lecturers and discussion leaders for the program (24).

Chautauqua may have been a boon to a small town person "in an era when men hungered for good music, book learning, and lectures in a way that cannot possibly be imagined" (23). Chautauqua eventually withered because it tried to please everyone and ended up pleasing no one (26). The lakeside summer sessions were of "uneven quality, the better to serve all levels of intellectual comprehension, and discontinuous in subject matter" (26). Chautauqua is still in operation today but on a greatly reduced scale.

Other Residential Schools

As we have just indicated, the Danish Folk School and the Chautauqua summer sessions are but two of the prototypes for an alumni college. A variety of other short residential programs known by a variety of names have increased in popularity since the 1950s.

Unfortunately, it is hard to get an accurate picture of the increase in growth of residential programs because, while adult education in general has been booming, no one has attempted to estimate what portion of that total involves short residential programs. The proportion is undoubtedly small when measured against more traditional formats, but the important factor here is that the proportion is increasing (15).

Many of these residential programs are vocational, but others over the years have had a broader orientation. Even in the 1950s a variety of these programs such as the Colorado Springs Institute for college graduates 60 and over, the Junto weekends in Philadelphia at Bryn Mawr, and the American versions of the Danish Folk School in Tyler, Minnesota, were flourishing.

One of the long lasting residential programs focused on the liberal arts is the Aspen Institute Executive Program. It has as its purpose "to reexamine the traditions which are the center of our shared cultural heritage and the attitudes and expectations which emerge from those traditions and immediately influence decision making in both the private and public spheres" (2).

The Aspen Institute is limited to 20 participants who read chosen selections from the great works of the past and present. Discussions are supposed to be aimed at illuminating the questions of justice, freedom, equality, property, and the relevance of these issues to the personal choices being made by the participants (2). In 1977, the authors on this list included Plato, Hobbes, Mao Tse Tung, Eldridge Cleaver, and Peter Drucker for a total of 32 selections (2).

One might wonder if a program with such a demanding list would be popular. Apparently so, since in 1977 it operated for the first time on an annual basis with seven programs at Aspen. In addition to the Aspen programs, institutes were held in Hawaii, Vermont, and three foreign countries.

University Extension

In addition to residential education, another of the progenitors of the alumni college is the University Extension Movement. A number of university extensions were established in the 1890s modeled after English Extension. This group of pioneers wanted to make liberal education the central focus of higher adult education. They failed and their organization, the American Society of University Teaching, went into eclipse (31).

A number of explanations have been offered for the failure of the English model. It tried too hard to imitate the English although it had a different audience. Many offerings were second rate, and it could not hold the interest of Americans who wanted education for practical purposes (9).

Nonetheless, liberal adult education never completely disappeared from higher education. In 1914-1915, the National Association of University Extension and the Cooperative Extension were formed. At about the same time, the evening college movement of private urban universities was expanding (35).

Old organizations such as the Association of University Evening Colleges set up committees to study the conditions necessary to promote higher liberal adult education. The Center for the Study of the Liberal Education of Adults and the Fund for Adult Education were organized in the 1950s to promote liberal adult education. The director of CSLEA described the milieu in which his organization had to function: "The adult education movement was growing; while not anti-liberal, it was largely non-liberal in nature" (9).

The Sixties and Seventies have also offered moments of encouragement and discouragement to advocates of adult liberal education. The organizations previously mentioned are no longer in existence.

Carey (1960) and Miller (1960) argued that liberal education is a natural program for institutions of higher education and there ought to be a constituency for it. They bemoaned the fact there was such little evidence of a constituency (9, 40). Carey was so dour as to suggest that only liberal education tied to professional education had much of a chance to succeed (9).

More recent assessments of the prospects for liberal arts education are not so pessimistic. Malcolm Knowles, in fact, was perhaps too optimistic in the early Seventies when he wrote that the average citizen's increasing interest in the arts and cultural activities was generally pressing universities into a more active role in providing for the cultural needs of their communities. Knowles predicted that agencies of the federal government would join with private foundations and individual institutions to increase the scope of their commitment to liberal adult education (35).

An essay in a 1977 issue of Continuum emphasized why liberal education should be on the rise in the late Seventies. The emphasis in this article was on readiness of many adults for a liberal arts experience and the opportunities this presented to institutions of higher education.

More interestingly, for the purposes of this paper, Knowles felt that increasing attention should be paid to developing educational programs for alumni who, he thought, would certainly support the growth of higher liberal adult education (35). At the same time, Paul Miller argued that one of the purposes of the modern university was to develop the "Conversant Patron." He argued that "laymen need to confront the deeper academic goals in a more continuing and penetrating manner....Helping to establish such discussions and finding ways to keep them going is an important business for higher adult education. Such ventures as alumni colleges may point the way" (35).

Alumni Education by Alumni Units

The first recognition of the potential of alumni education in an impressive forum occurred in 1916 when the President of Dartmouth made the following remarks in his inaugural address: "If the College (Dartmouth) then has the conviction that its influence is worth seeking at the expense of four vital years in the formative period of life, is it not logically compelled to search for some method of giving access to this influence to its graduates in their subsequent years" (19).

While Dartmouth was an early pioneer in alumni education, it was Amherst in 1919 which first developed an educational program through the alumni association. This was the first program whose purpose was distinct from the other alumni programs. Its primary aim was education, rather than keeping alumni in touch with their alma mater. A few years later, Vassar dedicated an Alumnae House as a residential center for alumni education. And, in 1929, Lafayette College took Vassar's "residential conference" program and gave it another name--"alumni college." Other institutions picked up this name and applied it to a variety of programs. Some were held immediately after commencement for a period of time ranging from one day to three weeks. The faculty was drawn largely from the regular college staff. These "alumni colleges" included diverse formats and were sometimes as brief as a one-day or a one-evening forum (39). In other words, alumni college had a more catholic meaning than is intended for this report.

Even though a few institutions made promising starts, alumni education was not an important goal--or even a goal of most alumni associations until recently. The first national survey of alumni education programs was conducted in 1928. Only 49 (20 percent) of the institutions reported any past, present, or planned educational programs. A significant number of even this small group indicated their educational program was limited to preparing reading lists or thinking about initiating such activities. Only 17 (7 percent) indicated they conducted a short course, an institute, or a clinic (9).

Two more surveys were conducted among the members of the American Alumni Council (AAC) in 1957 and 1967. These surveys indicated little change in terms of participation over the percentages reported in the earlier survey (39).

Even though the action at the local level had not increased much, the national alumni leadership continued to advocate emphatically its support of alumni education. For example, in 1958 the board of AAC issued a resolution whose opening paragraph stated, "Alumni associations are by definition societies of educated men and women. No criticism of alumni organizations is more damning than the charge that they neglect the intellectual lives of alumni" (39).

A few years later (1960), AAC, under the auspices of the Center for the Study of the Liberal Education of Adults, published New Directions for Alumni Continuing Education. The purpose of this booklet was practical and inspirational. The author was convinced that "continuing education for alumni was a surging new force in alumni relations" (39). The 1957-58 statistics quoted in the book were, he felt, already out of date (39).

The publication of New Directions was among those developments that encouraged Liveright to report in 1960 that there was a "developing idea that the alumni associations should become an educational as well as a fund-raising and public relations arm of the university" (38).

McMahon and Liveright were too optimistic. A decade after the 1957 and 1958 reports, AAC felt compelled to issue another booklet on alumni education. The Council again affirmed its commitment to its earlier principles: "...the continuing education of the adult is a major responsibility of this nation's colleges and universities, and...each institution must accept an obligation for the continuing education of its alumni as a vital part of its responsibilities" (4).

Statistics of the 1968 survey did not show much of a change over the earlier surveys. Only 195 of the institutions reported conducting any program, and many of these programs consisted of just one seminar. About 18 percent of the institutions reported that they planned to conduct programs in the future (4).

In 1973 another survey was conducted (3). When we tallied the unanalyzed data, it appeared that a significant change had taken place in alumni association continuing education. Approximately 57 percent of the 327 institutions surveyed reported some continuing education activities within the past year or past few years. Not only did some associations report a variety of continuing education activities, but several also reported that a staff member devoted a major part of his or her time to continuing education (3).

The statistical data showing an increase in alumni education is confirmed by articles that have appeared in the major journal for alumni associations. In a 1977 article, Brown's Robert Reichley, reporting on the growth of alumni education, quoted alumni administrators at other institutions on the impact of alumni education on their programs. The executive director of Michigan State University's alumni programs said, "Such basic programs as class reunions, homecoming, awards, continue to be popular. We thought these would eventually pass; instead they are still with us but are joined with many new projects developed because of demand or need." From Berkeley came an explanation that "our association has changed more in the last three years than in the last 30. We have employed more women, young people, and minorities, which has resulted in a variety of new programs. However, while doing this, we have not only maintained traditional programs but have expanded some of them" (47).

Why has there been an increase in alumni programming and alumni education? According to Reichley, there are altruistic and pragmatic reasons. The altruistic motivations center around the desire to help alumni cope with society and personal problems--the pragmatic motivations center around the desire to create greater understanding between alumni and their institutions. For these reasons, says Reichley, alumni educational programs are increasing, and more will develop as resources become available (47).

Not surprisingly, some observers have reported on a tension between pragmatic and altruistic motivations. McMahon, addressing this issue in the '50s, was quite skeptical about the academic quality and intent behind so many so-called alumni colleges. For example, he calls attention to one institution's announcement for a weekend alumni college in which it is stated, "the only thing truly academic [is on] Sunday afternoon" (39).

This skeptical view is also reported by F. H. Harrington who admitted that "at its best, liberal education for alumni can be very good. Often the best faculty talent is used and alumni participate enthusiastically" (30).

However, Harrington adds:

> Unfortunately, the level is seldom that high. Choice of program is often left to alumni associations. Although a trifle less rah-rah than formerly, most of these organizations fall a little short on the intellectual side. Karate and bridge playing are thus apt to be mixed in with serious subjects. Then, too, scheduling is likely to emphasize reunion fun events and pleas for money. For these and other reasons, alumni education has so far failed to achieve the success predicted for it....Yet the potential is still there. In fact, alumni education offers some of the best opportunities for the expansion of noncredit liberal education for adults. Financing is not difficult, educational results can be good, and successful programs will produce additional payoffs in alumni loyalty and cash contributions for the institutional treasury" (30).

Cross offers another optimistic prognosis for alumni education. He compared alumni programs of a generation ago to modern alumni programs and concludes: "Now they are becoming serious, if not impressive, additions to the whole continuing education concept" (15).

In summary, the modern alumni colleges have antecedents in other residential liberal arts programs such as those of Danish Folk Schools, the Chautauqua Assembly, and the Aspen Institute Executive Program. Sponsorship of liberal arts programs by institutions of higher education and alumni associations is also not novel although the commitment to liberal education for alumni has not always been strong.

The rest of this report will attempt to show how alumni colleges are a part of the traditions we have just described--and apart from some of these traditions.

History

The alumni college is, as we have seen, not an invention of the Sixties or Seventies. Nonetheless when respondents were asked the date of origin of their alumni college, they apparently reported a date specific to their sponsorship and to the name they give to their current college rather than to the origin of the alumni college idea at their institutions.

For example, in 1958 McMahon noted that six institutions had "alumni colleges." Not all of these residential learning experiences meet the criteria for an alumni college as defined in this paper. However, two institutions in our study, Pennsylvania State University and the University of Michigan, did have an alumni college of the type we are concerned with in this paper.

The respondent in this study from the University of Michigan either did not believe there was a connection between this older alumni college and the new one or did not know of the earlier program. The University of Michigan's Alumni Family University began in 1975; the earlier "Alumni University" goes back to at least 1958. In name and content the programs seem related. In 1958, the program topics were The Space Age, American Foreign Policy and Berlin, the Role of the Press in Today's World, and Twentieth Century Music. The program was open to alumni and the general public. The earlier Alumni University had been sponsored by University Extension. The "new" Alumni Family University is sponsored solely by the alumni association.

Pennsylvania State University also apparently had had earlier alumni colleges unknown to the respondent. In the late 1950s, it was planning three-day institutes and at least one six-day institute. I have no way of knowing whether this "vacation-education" session became an annual event. At any rate a "new" alumni college was started by Pennsylvania State in 1975.

Table 2

Year of First Alumni College

1958	University of Colorado
1959	
1960	
1961	Brown University
1962	
1963	University of Oregon
1964	Dartmouth College
	Princeton University
1965	Syracuse University
1966	Stanford University
1967	
1968	Cornell University
1969	
1970	
1971	Harvard University
	Pomona College
	University of Pennsylvania
1972	Brown University*
	The Principia
	University of Rochester
	Wellesley College
1973	Hobart and William Smith Colleges
	The Johns Hopkins University
	St. Mary's College of Maryland
	University of Vermont
1974	Five College Consortium (Amherst, Hampshire, Mt. Holyoke, Smith. University of Massachusetts)
1975	University of California/Berkeley
	University of Kansas
	University of Michigan
	Pennsylvania State University
1976	American University
	Carleton College
	University of Chicago
	Pennsylvania State University
	University of Illinois at Urbana-Champaign
	Ohio State University
	Whitman College
	College of Wooster
1977	University of Connecticut
	University of Notre Dame
	Ohio Wesleyan University
	University of Washington
	Yale University
	Bowling Green State University

*Second attempt at Alumni College

The director of Cornell's Alumni College also reported a modern origin for his program although he knew that it was a direct descendent of Cornell's 1935 Alumni Institute (51).

In summary, the alumni college concept is not as new as some of those planning these programs probably think it is. A look at Table 2 will provide an overview of the respondents' knowledge of their institutions' first alumni colleges. The first "modern" alumni college was the University of Colorado's, first held in 1958. A few were started after that, but the growth in alumni colleges was not rapid until 1971.

The number of recent arrivals is impressive considering that two of the pioneers have not held their alumni colleges continuously. The University of Colorado still holds its alummi college only every other year because there is not enough staff time to plan one each year (27). Brown University initiated its first program in 1961 but later stopped it because, as the respondent reported, "staff did not have the commitment to the concept of educational experiences for alumni to 'tough it out' and make things go."

A number of alumni colleges were apparently unable to make things go. The University of Rochester held its first alumni college in 1972 and did not plan a second until 1978. The University of Ohio held one alumni college and had to cancel its second in 1977 because of lack of interest. Similarly Northwestern University tried to hold an alumni college in 1977 but also had to cancel it due to insufficient interest. After the data for this paper was collected, I learned from their directors about the demise of other alumni colleges. The University of Kansas discontinued its alumni college due to the program's inability to break even financially. The University of Michigan had such a low turnout for its 1978 program that it decided to cancel future alumni colleges. Michigan State University planned a 1978 alumni college but had to cancel it because of insufficient enrollment. The University of Pennsylvania held six alumni colleges and had such poor attendance at its 1976 alumni college that it canceled its 1977 program. However, in 1978 it moved its alumni college to the Berkshires and had a program which satisfied its more than one hundred participants. In summary, the alumni college is a fragile institution. Several institutions have initiated alumni colleges but have been unable or unwilling to continue to sponsor them when they would cause a financial loss to the sponsor.

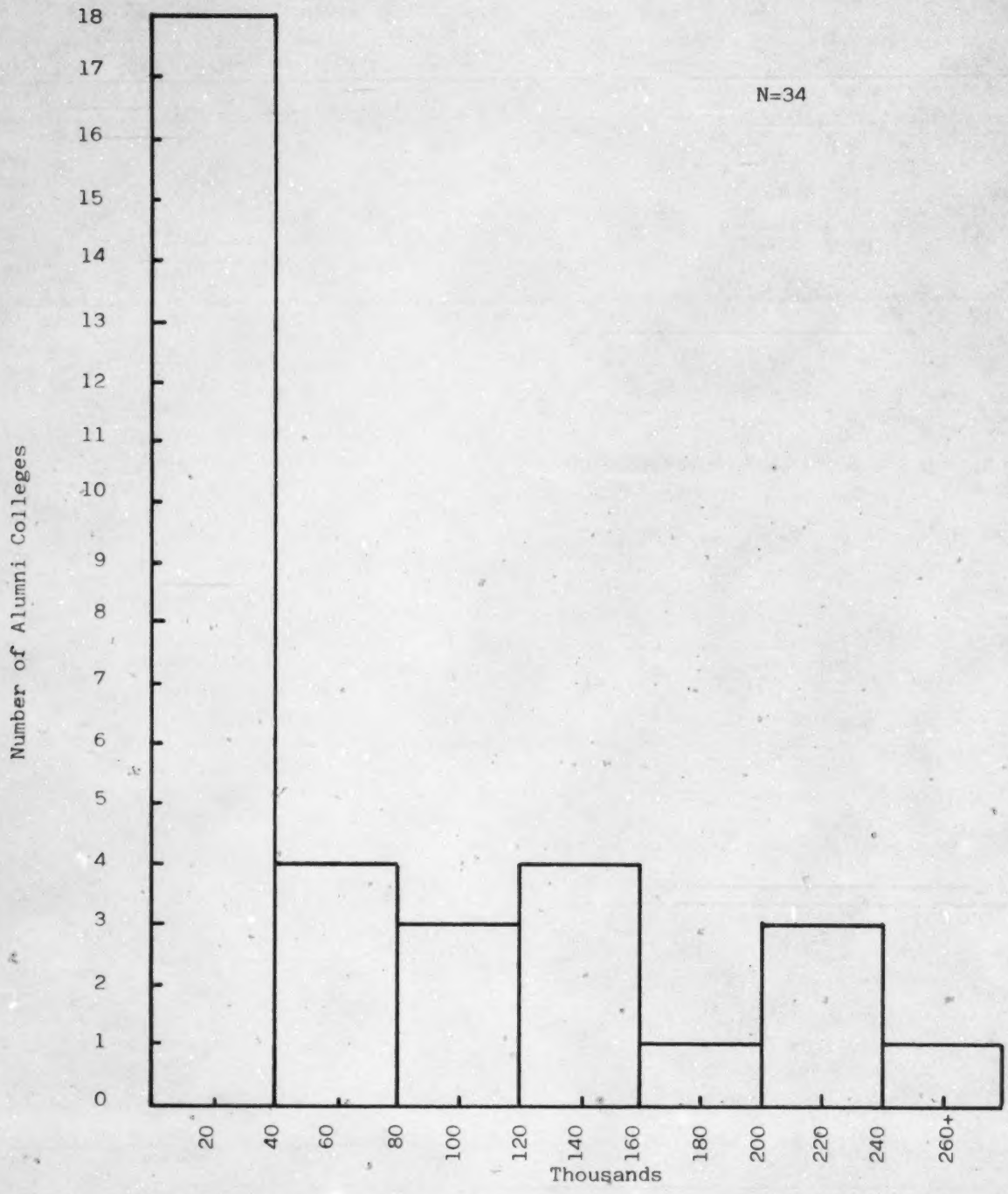
Characteristics of the Sponsors

Public Versus Private

More private institutions sponsored alumni colleges than public institutions (see Chart 1). Of the total 37 respondents, almost two-thirds are private colleges or universities. The private institutions include many of the most prestigious undergraduate colleges and universities in the United States.

Chart 1

Number of Living Alumni of Institutions with Alumni Colleges



Geographical Distribution

Alumni colleges are distributed unequally geographically. Two-thirds of the alumni colleges are located in the Northeast and Midwest. No alumni colleges from the South participated in this study.

Number of Living Alumni

If the institution has a large living alumni population, is it more likely to sponsor an alumni college? No. Aomost half of the institutions which sponsor alumni colleges have 40,000 or fewer living alumni/ae. Slightly less than a third of the rest of the institutions have between 100,000 and 300,000 living alumni (see Table 3).

Individual Alumni College's Growth

The growth in alumni college participation can be measured by the increase in the number of alumni colleges and by the change in participation of individual alumni colleges. As Chart 2 shows, 33 percent of alumni colleges are characterized by stable growth (plus or minus 5 percent) and 54 percent by moderate (5 to 10 percent per annum) or rapid growth (more than 10 percent per annum). One five-year-old alumni college (Wellesley) reported that it doubled its attendance in 1977. Individual alumni colleges are not growing as fast as is the number of new alumni colleges.

Sponsorship

Sponsor Identity

Cosponsorship between an alumni association and an Office of Continuing Education characterizes one-quarter of the alumni colleges. Seven of these are universities (Chicago, Illinois, Kansas, Notre Dame, Pennsylvania State, Rochester) and one is a college (Carleton).

Not surprisingly, 89 percent of the alumni colleges were sponsored or cosponsored by alumni associations or alumni relations offices. The extension unit or Continuing Education Center was the next most frequent

Table 3

Geographic Distribution of Alumni Colleges

Northeast

University of Connecticut
Brown University
Colgate University
Cornell University
Dartmouth College
Five College Consortium
Harvard University
Hobart and William Smith Colleges
Princeton University
University of Rhode Island
University of Rochester
Syracuse University
University of Vermont
Wellesley College
Yale University

Midwest

Bowling Green State University
Carleton College
University of Chicago
University of Illinois at Urbana-Champaign
University of Kansas
University of Michigan
Notre Dame University
Ohio Wesleyan University
University of Ohio
University of Pennsylvania
The Principia
College of Wooster

Southeast

American University
The Johns Hopkins University
St. Mary's College of Maryland

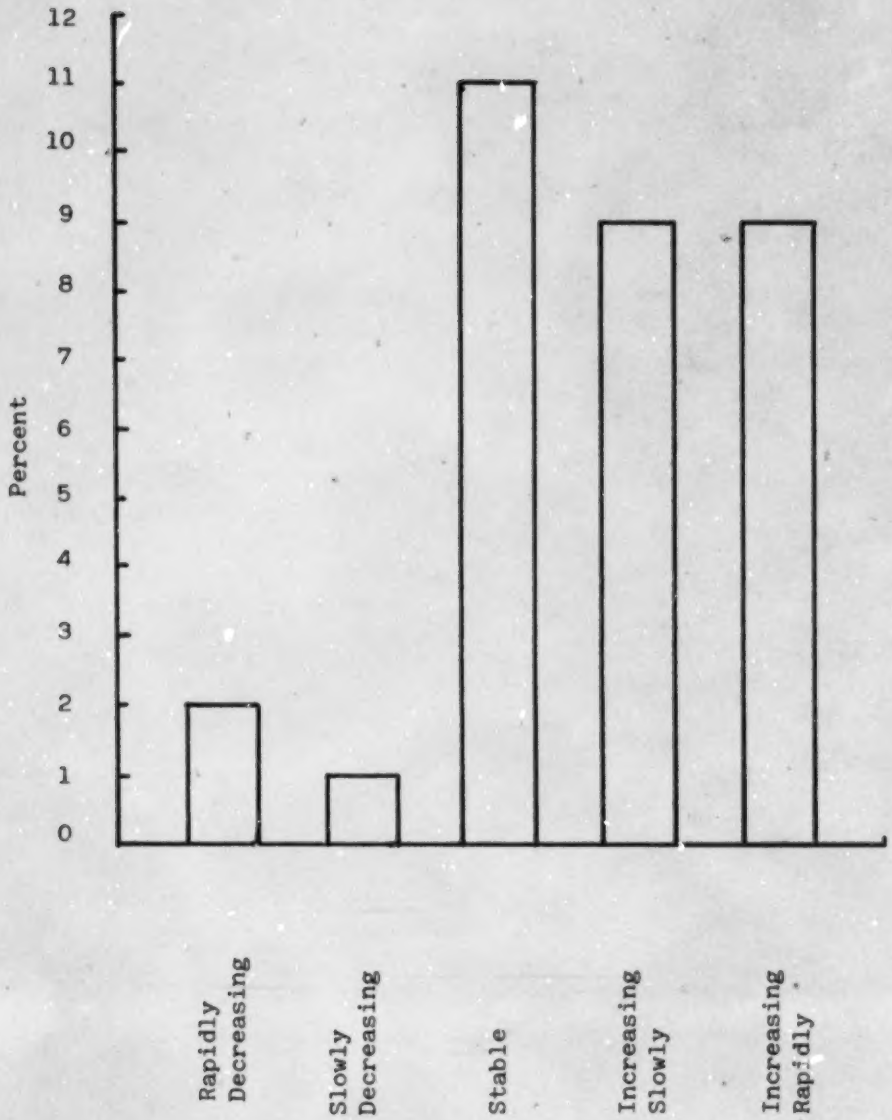
West

University of California at Berkeley
University of Colorado
University of Oregon
Pomona College
Stanford University
University of Washington
Whitman College

Chart 2

Patterns of Growth in Attendance of Alumni Colleges

N = 31
No Response - 2
Not Applicable - 4



cosponsor of alumni colleges. Extension units solely sponsored only two alumni colleges (University of Vermont and American University) but cosponsored 27 percent of alumni colleges in this sample.

Those alumni colleges not sponsored by alumni units or continuing education units were solely sponsored by a mixture of other administrative units (Cornell, The Office of Public Affairs Education Programs; Brown, The Office of University Relations; The University of Oregon, The Office of Summer Sessions).

When the alumni college is not sponsored by an alumni association, it is sometimes called a vacation college. The Office of Summer Sessions at the University of Oregon, The Office of Continuing Education at American University, and the Office of Continuing Education and the alumni association at the University of Rhode Island sponsor vacation colleges. On the other hand, the Summerweek of Ohio Wesleyan is sponsored solely by the alumni association, and Cornell's Alumni College is sponsored by the Office of Public Affairs Education Program. In short, name alone may give you a clue as to the sponsor--but it also may not.

Reasons for Sponsorship

"The obligation of the institution to the lifelong learning of alumni" was reported more often than any other reason as the raison d'etre for an alumni college. Respondents overwhelmingly (90 percent) listed this as one of their three most important reasons for sponsoring an alumni college. Over 75 percent of the respondents listed it as their first or second choice. "A way to gain support from alumni who do not usually participate in alumni association activities" was the second most important reason given for sponsoring an alumni college. Almost three-quarters of the respondents listed that as one of their three most important reasons for sponsoring an alumni college.

The commitment to lifelong learning and the desire to increase the involvement of alumni explain most of the respondents' institutional sponsorship of alumni colleges. However, about 45 percent of the respondents report that the alumni college was viewed as one way to improve the image of their institution. Only two institutions (St. Mary's College of Maryland and the University of Washington) viewed this as a primary motive for sponsoring an alumni college. Ten institutions accorded image-seeking third place.

"The way to provide a basis for other continuing education activities" was viewed as one of the three most important reasons for sponsorship by over a quarter of the institutions. No respondent viewed this as a primary objective for sponsoring an alumni college.

The institutions reported that the following played no role (less than 10 percent) in their decision to sponsor an alumni college:

1. money-making venture for the sponsoring unit;
2. way of "thanking" loyal alumni;
3. way of providing summer employment for faculty;
4. way to utilize under-used campus facilities;
5. method of recruiting students.

Other rationales for an alumni college were suggested by at least one director:

1. way to provide an additional service to alumni;
2. other institutions were doing it and we had some inquiries;
3. way of demonstrating ongoing excellence of faculty;
4. one way to involve alumni in a consortial arrangement.

The reasons for conducting an alumni college are varied. As we have indicated, although a great deal of rhetoric from the national level has continually supported the idea of alumni education, until very recently it has not been considered a priority of alumni associations. It may be that the response to this question is biased because of the nature of the respondent--i.e., the alumni college director. It would be informative to see if the director of the alumni association would respond in the same way. (In some cases, the director of the alumni association was the respondent. In other cases, no alumni association was involved and so the question is not applicable.)

Characteristics of the Participants

Occupation

Over 75 percent of the respondents reported that professionals were the most typical participants in alumni colleges. Generally a little over half of the student body was made up of professionals (mean = 53.3; range = 23-98 percent). These figures should be accepted cautiously because: (1) professional was defined in the question by example rather

than by definition, and (2) the answers may reflect the respondents' stereotypes of their institutions' typical graduate or the stereotype of their institutions' typical participant in continuing education activities rather than an accurate statistical analysis of the alumni college student body.

Almost a quarter of the respondents declined to answer when asked for more specific breakdowns on the composition of the professional part of their "student body." Respondents who attempted to analyze the composition of their student body stated that educators were the first, second, or third most common professional group in almost 70 percent of the alumni colleges. First place to educators was noted by 43 percent of the institutions (Brown, Cornell, Harvard, University of Illinois, University of Michigan, Ohio State University, Pomona, Ohio Wesleyan, Wooster). These institutions spanned the range of types of sponsors of alumni colleges. Physicians and attorneys were each represented as occupying one of the three top places in approximately 30 to 40 percent of the cases.

Age

In general we found that fewer than 10 percent of the participants had graduated since 1971. Even this figure may be inflated because of the patterns of attendance of a few alumni colleges whose most numerous participants had graduated in the past 16 years. The University of Connecticut claims that graduates of the classes of 1971 through 1977 made up 55 percent of its "student body" and that graduates of 1961 through 1970 made up another 20 percent. The survey did not try to determine why Connecticut had such a young pattern. It could be that the college is very young (one year) and that one year's demographic information may not represent a trend.

The University of Rhode Island, the University of Kansas, and Bowling Green State University also reported that at least 75 percent of their graduates were from the classes of 1960 through 1977. The University of Kansas did not charge for children, a fact which possibly explains its large number of young adults. The UK Alumni College is held in the popular tourist resort town of Vail, Colorado. This location may increase the appeal to families.

The University of Rhode Island emphasizes its children's program in its brochure and had a very attractive program. However, the University of Colorado holds its Alumni College in another scenic spot albeit not as well known as Vail and has not generated enough interest and staff time to keep it an annual event. Similarly the Cornell college has an elaborate and well-publicized children's program but doesn't have an adult population which is as young as the University of Rhode Island's.

Table 4

Age of the Participants

Year of Graduation	Age*	Number in Sample	Mean (X)** Percent	Median Percent	Standard Deviation
1971-1977	21-27	28	8	3	13
1961-1970	28-37	30	20	16	16
1951-1960	38-47	30	24	29	64
1941-1950	48-57	29	21	20	10
pre-1941	58+	28	25	20	21

*If graduated at 21

**Figures do not add up to 100 percent because respondents' figures did not always total 100 percent.

Except for the classes of 1971 through 1977, the other classes are represented in about equal portions. The mean percent of older people attending is surprising. In some institutions, no older people are reported. In others, as much as 80 percent of the population graduated before World War II.

There may be a variety of explanations for this high figure. For example, Principia holds its Alumni College every other year in conjunction with two class reunions. Although this is not generally the practice, it is possible that some other institutions do this, too, or at least market their program to the reunion groups.

Children

Almost half of the participants are married couples without children in about half of the colleges. In just less than one-third of the colleges, single adults without children equal or surpass the married couples in percentage of participants.

Almost two-thirds of the alumni colleges have children's programs for at least one of their sessions. Respondents offered a variety of explanations for the absence of a youth program. These are listed below in descending order of importance. The number in parenthesis represents the number of institutions citing this reason for not having a children's program.

1. lack of physical space to accommodate a program (6);

2. lack of desire by parents to attend a program with their children (5);

3. administrative staff is too small to initiate and carry out a program (5);

4. the location of the college presents obstacles to a safe children's program (2).

In those alumni colleges with children's programs, over half of the respondents reported that at least one-quarter of their adult participants come with children. Some institutions (University of Colorado, University of Oregon, Pennsylvania State University, and University of Michigan) report that at least 50 percent of their participants bring children. Indeed, 85 percent of the participants at the University of Kansas Alumni College bring children. As we have already mentioned, the "vacation" location of the University of Kansas' program at Vail, Colorado, may increase the appeal to parents interested in a family vacation.

The University of Michigan calls attention to its family orientation in its name Alumni Family University. The University of Illinois also called

its first alumni college Alumni Family University but changed its name the second year because it attracted so few couples with children and did not want to scare away adults without children.

The most typical age of children who come to alumni colleges with their parents is between eight and 12. No respondents reported that children under five or over 14 make up the most typical group.

Motivation for Attending Alumni College

One way to find out why individuals participate in alumni colleges is to ask them directly. Another way is to ask observers to deduce motivation from participants' behaviors or written or verbal statements. We attempted to find out why participants came to alumni college by asking the respondents to give us their impression of participant motivation. A majority (57 percent) of the responses to this question on motivation (question 12b) were based upon evaluations respondents had conducted for their own alumni colleges.

Respondents reported two motivations were particularly important. Some 45 percent of the respondents reported that the most important reason for participants' coming to alumni college was to seek intellectual stimulation. Another one-third of the respondents reported that the combination of intellectual and physical activities primarily attracted individuals to alumni college.

Only one sponsor (St. Mary's College) did not think that either of the previous responses was among the three most important reasons for attendance. St. Mary's respondent indicated that the site of the alumni college, the vacation at the alma mater, and an inexpensive vacation were the primary reasons. St. Mary's deviance on this question is intriguing in view of its deviance on rationale for sponsoring an alumni college. As we reported earlier, St. Mary's was the only institution whose raison d'etre for sponsoring an alumni college was to improve the image of the institution.

Only one institution (Principia) felt that a vacation at their alma mater was the principal reason participants attended alumni college. Principia's Alumni College is unusual in that it is held in conjunction with a reunion (51). Over two-thirds of the other sponsors did not feel that returning to the alma mater was one of the three major factors explaining an individual's decision to attend alumni college.

Although sentiment may draw people to other alumni activities, it is clear that sentiment and social motivations play only a minor role in attracting participants to alumni college. Not one respondent thought that participants came primarily for social reasons, although 41 percent indicated that meeting new people was a secondary or tertiary reason.

Table 5

Percent of Participants Who Come to Alumni College More Than Once

0	Berkeley	N = 26
5		
10		
15	University of Vermont, University of Kansas	
20		
25	University of Colorado,* College of Wooster, University of Michigan	
30	University of Oregon,* Five College Consortium	
35	Brown*	
40	The Johns Hopkins, Whitman	
45		
50	University of Illinois at Urbana-Champaign, Principia, University of Connecticut	
55	Cornell*	
60	Wellesley*	
65		
70	Princeton,* Harvard*	
75	Dartmouth,* University of Pennsylvania*	
80	Pomona,* Stanford,* Rhode Island	
85	Syracuse*	
90	Hobart and William Smith*	
95		
100		

Institutions

*Alumni college is at least five years old

Four sponsors (American University, Dartmouth, Pennsylvania State University, and St. Mary's College of Maryland) indicated that the site of their college was a particular attraction for participants.

Attendance Patterns of the Individual Participants

From this data, we have some idea of the reasons why participants come to alumni college, but we have not yet determined how much they value this participation. This is a complicated question. Certainly one way of assessing that value is to look at how often participants return to alumni colleges. Analysis of the rate of return shows that participants immensely value the alumni college experience.

I asked respondents to look at their attendance pattern over a three-year period. Since many alumni colleges are not that old, eleven respondents did not answer this question. Two-thirds of the respondents did report on their attendance patterns. When we look at the data for all this group, we find that slightly over half (54 percent) report that their participants return for at least a second time (Table 5). If the alumni colleges that are at least five years old are separated from the total group, we find 57 percent of the participants come to alumni college more than one time and one-quarter of the participants return at least three times.

Two aspects of the data on the rate of return are particularly intriguing. First, the range is very great (the University of California at Berkeley reports a 2.9 percent return rate, while Hobart and William Smith report a 90 percent return rate). Second, a little over a third of the institutions report that 70 percent or more of their participants return at least twice.

Are the participants in the Berkeley program very different from those in the Hobart and William Smith program on some characteristics this survey has not measured? Or is there some great difference between those institutions which attract only 15 percent of their participants back for at least one return stay and those that are able to attract 70 percent of their participants back?

Reading

It is possible to get some indication of the "intellectural aspirations" of the alumni college programs in several ways. As we will soon show, the themes of alumni colleges offer some clues. We may find others by examining the suggested and actual reading of the participants.

In 70 percent of alumni colleges, the sponsors assemble a bibliography for participants. According to the respondents whose colleges send out bibliographies, over half of the participants read at least some of the suggested material. Participants in four programs (Brown, Carleton, University of Chicago, Ohio Wesleyan) purportedly read nearly all the

material suggested in the bibliography. Information was not collected on the length of the bibliography.

Alumni colleges frequently also send out books or other reading materials to participants, although not as frequently as they send bibliographies. Half of the respondents report they sent participants books or other handouts. Approximately a third of the alumni colleges (University of Chicago, Dartmouth, Harvard, The Johns Hopkins University, University of Kansas, Pomona, Princeton, Stanford, Syracuse University, University of Washington, and Whitman) provide participants with both books and bibliographies. Only eight alumni colleges do not provide either books or bibliographies. There is no evidence from the data that this group of colleges differs from the institutions that do send bibliographies, handouts, or books to their participants. (The eight who do not send out either include University of California at Berkeley, Ohio State University, Principia, St. Mary's College, Yale, University of Vermont). They do not differ from the other institutions in their rationale for sponsoring an alumni college.

Of the group that sends out books or other handouts, 72 percent reported they thought the participants read all or nearly all of these books/handouts.

COMPONENTS OF THE ALUMNI COLLEGE

Topics

Because institutions sponsor alumni colleges primarily because they feel an obligation to the lifelong learning of their participants and because participants' primary reason for coming to alumni college has a large intellectual component, it would be interesting to know what subjects are "turning on" the participants. Responses to the question (question 6) designed to answer this are only suggestive. Some 14 percent of the respondents did not answer this question and one-third of the others indicated only those topics that were popular and not those that were unpopular as the question requested.

Perhaps the institutions indicated only popular topics because there are no unpopular topics. Thus when respondents were asked to identify the most popular and unpopular topics, almost no topics were listed as popular and unpopular. With the exception of topics on United States policy or foreign affairs, which were found to be slightly more popular than other topics, no topics were very popular or very unpopular. Furthermore, because a significant number of many alumni colleges' participants are repeaters and because topics change each year, it may be that the topics are not as important as the general idea of coming for intellectual stimulation in a vacation setting. A University of Illinois evaluation suggested that participants didn't care what the topics were as long as the presenters were stimulating (12).

Perhaps if question 6 had been worded differently, a more revealing conclusion would have emerged. For example, three institutions wrote in comments relating to the importance of themes. The Johns Hopkins respondent stressed that "we use the history of ideas format--interdisciplinary and concentrated upon the reintegration of topics--rather than conventional topics." Johns Hopkins is at one end of the continuum on approach to content, and the University of Rhode Island is at the other. The URI respondent listed physical education and recreation as its most popular topic. While the Johns Hopkins 1977 program focused on Myth: From Pre-History to Post-History, Rhode Island's 1976 program featured a potpourri of 55 courses ranging from American literary history and moon geology to astrology and belly dancing (31, 55). The University of Rhode Island's program is cosponsored by the academic colleges.

Glances at brochures of 16 other alumni colleges indicate that none is as "light" in approach as the University of Rhode Island. As we have noted, the URI program is called a Vacation College. On the other hand, the University of Oregon and American University Vacation Colleges have programs like most other alumni colleges (51).

Most alumni colleges may not articulate their philosophical base as clearly as does Johns Hopkins, but they often have an equally impressive educational scope: The Future of Freedom and Dignity: The Ethical Challenge of the Life Sciences (Five Colleges, 1977); Technology and American Life (University of Chicago, 1976); The Limits of Economic Growth (Whitman, 1976); Freedom (the University of Washington, 1977); Society in Search of Values (Ohio Wesleyan, 1977); Man and Woman: What Is the Difference? (Dartmouth, 1977) (16, 21, 44, 58, 60).

Participants in some alumni colleges attend programs only on the dominant theme. Bowling Green State University, which held its first alumni college in 1977, did not offer participants any choice of topics and also did not have a dominant theme. Topics ranged from the American Idea of Success to Photography as an Art Image (8). The University of Illinois allows participants to switch back and forth among three topics. The University of Illinois' 1977 alumni college themes were: China: Politics, History, and Culture; Adult Development: Beginning in the Middle; and the Arts: Return to Realism (54).

Cornell sponsors four weeks of Alumni College. Each one-week session has one theme. Each theme is repeated two times during a summer. The themes for 1977 were The Inner Frontier: People and Their Institutions and The Creative Frontier: What's Happening in the Arts. If participants do not want to enroll in the Cornell Alumni College, they may enroll in workshops that run concurrently with the alumni college program. These

workshops usually cost as much as the college and are advertised and administered along with the college. One spouse may attend the college while the other is attending a workshop. The workshops, usually offered only once each summer, have a limited enrollment. These workshops range in content from gourmet cooking to ornithology field seminars to the literature of the Eastern European Jews (14). Cornell's director has attributed the growth of his program to the introduction of workshops (10). He is convinced that choice of topics greatly influences an individual's decision to come to Alumni College. Because he directs the largest alumni college, his opinions merit special attention (10).

The University of Rhode Island may sponsor the alumni college of the longest duration. Its Vacation College lasts ten weeks. In 1977 one session was two weeks long; all the others lasted one week. The University of Rhode Island's program with its recreational orientation has financial problems. In other words, length and recreational topics alone do not guarantee the success of a program.

In summary, most alumni college topics seem to represent attention to the needs of adults for broad understanding rather than to the narrow needs of scholars for research. Many are liberal arts oriented with a "home" in the academic disciplines. The content is designed to be intellectually stimulating. Other alumni college topics focus on the liberal arts in the sense of "teaching skills." Examples of this are A Critique of a Dramatic Performance, Opera: A Look Backstage, and Voice, Types, Characterizations and Musical and Stylistic Elements (14, 54). A very few topics are designed to help one become a better citizen (for example, Cornell workshops on Collective Bargaining for School Boards and Administrators, and the Urban Affairs Laboratory) (14). Stanford deviated from its usual format in 1970 and presented an alumni college focused on the environment. According to the 1970 brochure, "Each topic would provide a framework in which knowledge about environmental issues is applied to the making of policy; in many instances we in the college staff will find ways to circulate the recommendations to policy makers and other members themselves will report applications to their own communities. In short there is a new objective--to produce something" (50).

The tendencies to include general topics oriented around the disciplines but not confined to them may be a modern rather than a historical pattern for alumni colleges. When directors of alumni colleges older than five years were asked to compare recent topics with earlier ones, several noted that their recent topics were no longer classified by the conventional liberal arts categories. The Johns Hopkins University, for example, reported a change from conventional topics to themes. A number of colleges (Brown, Carleton, University of Colorado, University

of Oregon) reported that recently there had been more emphasis on current affairs, science, and on topics of interest to adults dealing with their own life (family life, human development, personal affairs, the inner man).

In summary, while alumni colleges mainly concentrate upon providing liberal education based on the model of the academic disciplines, they occasionally pay attention to the development of intellectual skills and subjects that may be "liberating" although not in the traditional liberal arts domain. Thus alumni colleges incorporate the entire span of Miller's definition of liberal arts adult education.

Tours

While lecture/discussions are the major focus of alumni college programs, they are frequently supplemented by other activities.

Three-fourths of the 1977 programs included tours, although most (66 percent) of the alumni colleges offered only one to three tours. These tours frequently included a tour of the campus or tours related to the "class subject." Small colleges typically offered only a few tours. Larger institutions offered five to 14 tours (University of Pennsylvania-five, University of Washington-five, Hobart and William Smith-six, The Johns Hopkins University-eight, Pennsylvania State University-10, University of Illinois-12, University of Oregon-13, and University of California at Berkeley-14).

The most popular alumni college tours included excursions off campus. Following are the categories of the most popular off-campus tours in 1977 (the number in parenthesis indicates the number of institutions that mentioned the type of tour): architectural and historical tours of the city and surrounding area (seven), lecture tours of nearby art museums (five), specific historic sites and excursions to spots of scenic beauty (five), agricultural or industrial facilities (two).

The most popular campus tours in 1977 included: tours related to lecture discussions (four), psychology (four), artificial intelligence laboratories (three), art museums (four), arboretums/botanical gardens (three). A potpourri of tours taking advantage of the unique features of the host campus made up the remainder of the popular tours--i.e., solar energy unit (University of Oregon), Rehabilitation Center (University of Illinois), Lawrence Hall of Science, Lowie Museum of Anthropology (University of California at Berkeley), Institute for Commerce and Foreign Affairs (University of Washington).

While a participant may go on a scenic tour for recreation and a campus tour for nostalgic reasons, most of the tours have an educational component. One would presume that those participants who participated

in alumni colleges with five or more tours would derive a significant part of their intellectual stimulation from these tours.

Social Events

While social events are not the major focus of alumni colleges, they are an integral part of all of the programs. Almost half of the colleges plan three or four social events.

Chart 3 shows the most frequent social events at alumni colleges: cocktail parties, picnics, and theater nights. Some institutions (Cornell, Whitman) provide a cocktail hour each evening.

A number of other events are also to be found on the social calendar. The president often hosts a reception with cocktails (American University, Cornell, Dartmouth, Five Colleges, University of Notre Dame, Ohio Wesleyan, Whitman). The participation of the major campus executive officer in so many of the social programs indicates that alumni education is viewed as a significant function of the college. Other programs may include the chancellor or president as part of other activities. For example, the president keynoted one University of Illinois Alumni College; the chancellor of the Urbana-Champaign campus was a guest at the concluding luncheon.

Sometimes the alumni college faculty rather than the president "star" at the dinner. Families are sometimes included in these official sessions. The University of Illinois and the University of Notre Dame have had events for the families that have also included a senior administrator of the campus.

Occasionally a "graduation" luncheon ends an alumni college. The University of Washington and Bowling Green State University end their alumni colleges with such a function.

The cocktail hour takes on special "educational" attributes at the University of Chicago and at Harvard, both of which planned a wine tasting for one evening.

A number of alumni colleges plan a social event around a sport (3).

The following activities were also listed on the social agenda of at least one alumni college:

1. talent night by participants (University of Oregon, University of Michigan);

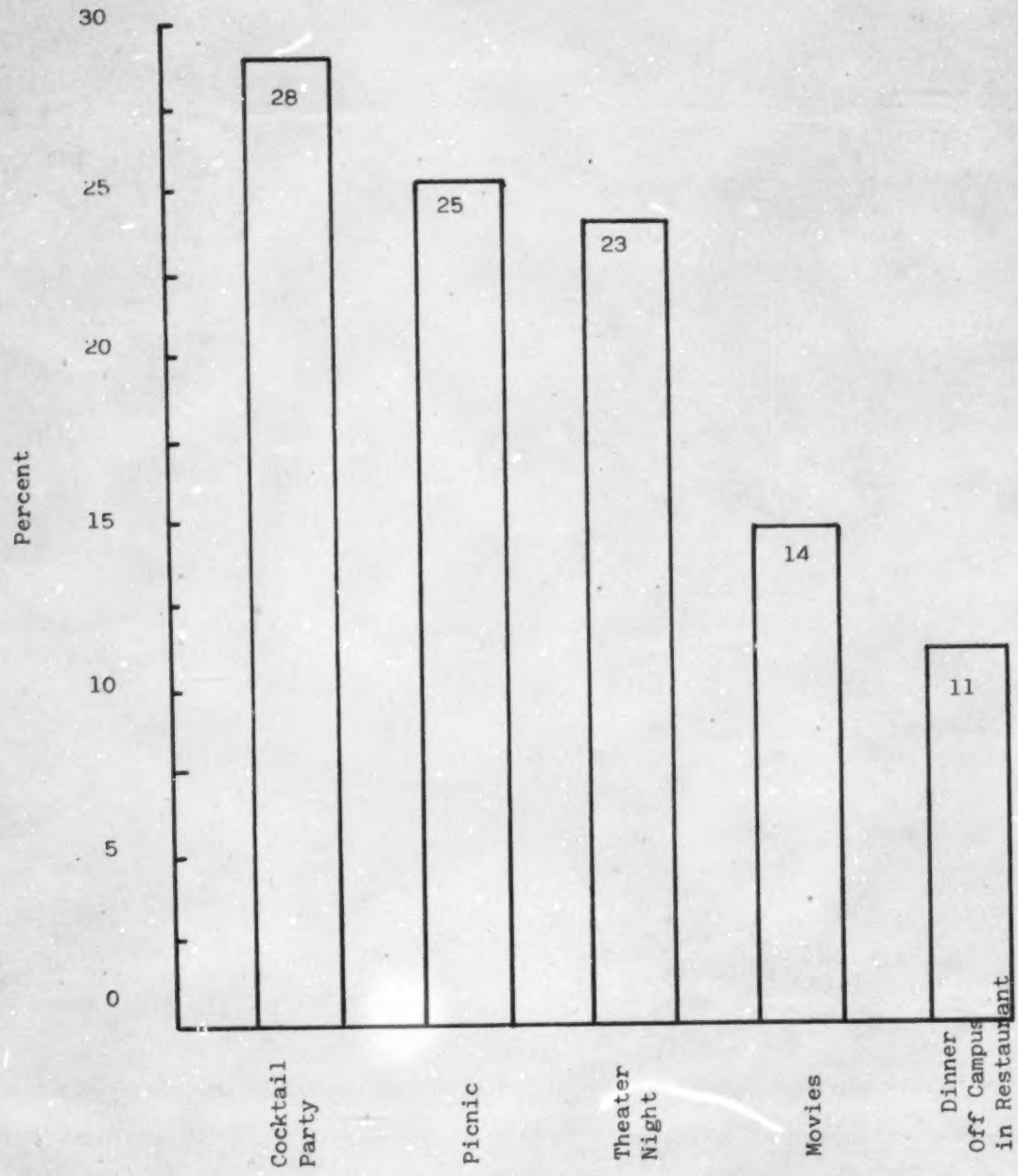
2. banjo troubadors (University of Oregon);

3. sing-along (University of Illinois and University of Oregon);

Chart 3

Social Events at Alumni Colleges

N = 37



4. Opera in the Park (University of Rochester);

5. concert (Dartmouth, University of Chicago);

6. cocktail buffet on the river (University of Pennsylvania);

7. dance (University of Vermont, Principia).

In summary, alumni college sponsors take responsibility for more than the intellectual aspects of alumni college. They plan cultural and social activities for participants and usually arrange access to the sports facilities of the campus. Some social events promote more than just fellowship: Dinner and receptions with faculty provide the opportunity for further talks about what has been discussed in the classroom. Cultural events enrich the classroom activities. Even access to sports facilities not commonly offered elsewhere (such as the exercise-gym at the University of Illinois) may provide the opportunity to develop a new recreational interest and may be "liberal arts" in the broadest conception of that term.

Housing

In general, alumni college participants were housed on campus in university or college dormitories. Participants were housed in a private dormitory at the University of Illinois and at the student center at the University of Connecticut. The Center for Continuing Education at the University of Notre Dame and a motel near Syracuse provided housing that was probably a step above most dormitory accommodations. Two alumni colleges took place off the host campus. The University of Kansas went to a resort in Vail, Colorado, and The Johns Hopkins University went to St. Mary's College, St. Mary's City, Maryland.

Planning and Administration

Division of Responsibilities

As we have just seen, a variety of cultural, social, recreational, and educational activities may take place at an alumni college. Someone must plan and carry out these activities. We attempted to find out who was responsible for the following: selection of faculty, choice of social events, selection of tours, design and content of brochures, promotion other than brochure, choice of accommodation.

Alumni units sponsor or cosponsor over 80 percent of the alumni colleges. Alumni units solely sponsor a little over one-half (54 percent) of the alumni colleges. Even so, just over a quarter of all alumni colleges find the alumni units alone responsible for all or all-but-one of the previously mentioned planning and administrative activities. Institutions

in which alumni associations do have dominant control of these are both large and small (University of California at Berkeley, University of Michigan, Ohio Wesleyan, Princeton, Pennsylvania State University, Stanford, Syracuse University, Wellesley, and the College of Wooster. Only the University of Chicago and the University of Vermont have alumni colleges solely planned or administered by continuing education units.

The regular college or university faculty sometimes assume responsibility for selection of topics (33 percent) and for the selection of alumni college faculty (28 percent). Participants in previous alumni colleges, citizen advisory committees (non-alumni college participants), extension units, or Office of Summer Session take part in about 20 percent of the colleges. Continuing education units take part in all the other administrative and planning functions (except promotion) in over a quarter of all alumni colleges. Office of Summer Sessions takes part in these same activities (again, except promotion) in a little less than 15 percent of the alumni colleges. Promotion is therefore handled by the alumni unit although a university relations office may also be asked to help.

Promotion

Promotion, the organizational task most frequently dealt with by the alumni association, was also the task I explored in some detail because it gives some insight into the relationship between promotion and the characteristics of participants. A variety of common promotional techniques (news releases, television, radio, direct mail, talks by professional staff, advertisements) are used by almost all the alumni colleges. Alumni magazines and alumni newspapers are also used. A few institutions have not only concentrated on media especially aimed at alumni but have also attempted national coverage. Cornell, for example, has aggressively pursued attention in the New York Times, Money Magazine, and other similar publications. According to its director, almost all of the stories that have appeared in the past five years have been "created" by Cornell "by alumni who are free-lance writers or by our contacting the media directly. If we've done anything well, it has been to generate that type of 'free advertisement' (sub rosa naturally)."

National publicity is not the most effective publicity technique for alumni college. The University of Illinois and the University of Oregon report neither radio nor television coverage is effective. The University of Oregon has realized that "we've had excellent television coverage through the years, but I do not know of a single person who has enrolled from having viewed these programs. The first year we enrolled two or three persons who heard of the college on radio, but none since that time" (25).

Half of the respondents reported that direct mail was the most effective way of attracting participants, and an additional one-third concluded that it was the second most effective technique for recruiting participants.

The second most effective technique was alumni magazines and alumni newspapers. Half the respondents cited these two media as one of their most effective techniques.

The third most effective technique for recruitment involved former participants. These participants were often sent special letters inviting them to return. Occasionally they were also sent brochures to distribute. Once in a while they were also asked to speak at alumni clubs. Almost half of the alumni college respondents mentioned the use of past participants as one of their most effective recruitment techniques.

Promotion--Audience

In addition to the caveats we have previously raised about accepting the demographic data at face value, we must add another caveat. It takes the form of an answer to a question: To what extent are the attendance patterns at alumni colleges a function of who receives the promotional material?

Most institutions do not send a brochure to all their known alumni/ae. The 39 percent who do send a brochure to everyone with a known address each mailed a little over 33.5 thousand (mean average) brochures. The University of Washington (93,000) and Ohio State University (80,000) were the only large universities which attempted a major mailing. Even with this large mailing, Ohio State had to cancel its program in 1977 because of lack of participant interest. In the opinion of this author, Ohio State did not have a particularly sophisticated-looking brochure. On the other hand, Cornell, Ohio Wesleyan, and the University of Washington put out very sophisticated, appealing, and subtle brochures. One of the brochures differed in its quality of paper, use of graphs, and photographs. The main objective of the University of Washington's mailing was to improve the image of the institution. The mailing also brought in 44 participants for its very expensive alumni college.

Only four colleges geared a significant portion of their mailings to professional schools. This number obviously cannot explain the large number of professionals enrolled in alumni colleges. However, many of the institutions in this report are undergraduate institutions only, and a significant number of their graduates may go on to professional schools after college graduation--although probably not enough to explain why professionals are the major group at alumni colleges. Only five institutions segmented their mailings by year of graduation. The

University of Kansas is one of these institutions. It mails to all graduates of 1950 to 1975 (85 percent of all its participants come from the classes of 1960 to 1977).

Nine sponsors use geographic area as another criterion to determine who will get alumni college brochures. Other criteria used in determining who will get brochures are:

(1) membership in an alumni club;

(2) donation to development funds;

(3) having children currently enrolled in school;

(4) participation in other alumni or continuing education programs.

The interrelationship among these factors and such other factors as appeal of brochure, topics, location, and cost of alumni college makes it very difficult to generalize about the market for alumni college.

Effects of Alumni College

New Programs

In an earlier section of this paper, we noted that the major reasons for sponsoring an alumni college were the obligation of the institution to the lifelong learning of its graduates and the desire to gain support and involve alumni who did not usually participate in alumni association activities. For institutions with these goals, we might expect that an alumni college was part of an already ongoing effort in continuing education or that alumni college presented an initial effort or movement toward expansion in alumni education.

My research did not directly determine if the alumni colleges were the antecedents or the results of an interest in alumni education. However, the University of Pennsylvania's respondent stated that alumni college was actually "a result of our growing awareness of alumni desire for more than one-day experiences." Yale's 1972 brochure made a similar statement, saying that "alumni college was an extension and expansion of its June seminars" (60).

We did try to find out if the sponsors had developed any new continuing education programs or if they were considering developing any new programs as a result of their experience with alumni college.

Alumni college has affected the program development of 40 percent of the sponsors who directly attribute new programs to their experience with alumni college. The effect of alumni college on program development may

be underestimated. Alumni college is such a recent phenomenon for so many of the sponsors that they may not have had time to adjust their expectations or garner the staff and resources to expand their alumni college programs. Some support for this hypothesis may be found in the fact that twice as many respondents reported they were considering more programs based upon their experience with alumni college than those who said they were not considering such a program. Of course, as the history of alumni education has shown, saying that one is considering new programs does not always lead to the actual development of these programs.

The institutions replying that they were not developing any new programs or had not developed new programs represent a variety of sponsors (American University, Brown, the University of Chicago, and the College of Wooster). Brown replied that it is already doing a great deal in alumni education. The University of Chicago said that, while it didn't yet have any specific plans, it hoped to in the future. The Five Colleges' respondents hoped that when the "five-year cycle of rotation of events on each of the five campuses is completed in 1978, exploration of other kinds of cooperative continuing education programs will be undertaken."

In other words, the explanations given by Brown, the University of Chicago, and the Five Colleges suggest continued interest in alumni education. A lack of interest in alumni education was expressed only by the University of Colorado, American University, and St. Mary's College. Although the University of Colorado has the oldest alumni college, its director does not feel that the association can devote the staff time to holding the event annually (27). American University's and St. Mary's College's primary rationale for sponsoring an alumni college was different from that of most other sponsors. They said their primary rationale was to improve their image (St. Mary's College) and to utilize underused campus facilities (American University). The University of California at Berkeley and the College of Wooster are like the University of Chicago and American University in that their alumni colleges were only two or three years old when the survey was completed.

Except for the University of Colorado, all of the alumni colleges in existence before 1970 have initiated new programs as a result of their experience with alumni college. Among the programs developed are:

1. topics, faculty formats suggested for a range of programs (Carleton, Stanford);

2. credit program for alumni in various locations (Syracuse);

3. seminars at intermittant intervals (Kansas, Michigan, Rochester);

4. weekend seminars (Cornell, Dartmouth, Johns Hopkins, Michigan);

5. regional and international alumni colleges of four to five days (Harvard);

6. national and international study tours (Michigan, Dartmouth);

7. vacation college for non-alumni based upon the alumni college model (Vermont).

Some other institutions indicated that they were planning additional activities. These included:

1. expanding duration of current alumni college (Johns Hopkins);

2. video-audio tape self-study programs (Dartmouth);

3. single evening alumni college (Ohio);

4. one-day alumni college (Bowling Green);

5. off-campus seminars (Ohio Wesleyan);

6. weekend off-campus seminars (Ohio Wesleyan, Illinois, Michigan, Rhode Island);

7. winter alumni college in winter vacation spot (Johns Hopkins);

8. two-week summer session packaged to be more attractive to alumni;

9. foreign travel colleges (Princeton);

10. one day of cultural events focused on the performing arts (Illinois);

11. Elderhostel--"This consideration is not directly a result of alumni college but the experience has encouraged more serious thinking on the topic" (Washington);

12. exploration of concept of year-round adult vacation college (Oregon).

There is considerable overlap between the programs that the pioneers have implemented and the programs that they and the newer colleges were planning in late 1977. It is intriguing that the University of Rhode

Island, which we have previously cited as being more recreation-oriented than other alumni colleges, stated that it is seriously considering weekend seminars in curriculum areas.

Benefits to Sponsor

The respondents believed their institutions derived a variety of advantages from sponsoring an alumni college. In a general sense, many of them felt that alumni colleges enhanced the image of their institution. For example, Wellesley commented that alumni college "reminded alumni that the quality of the institution had been maintained. The exposure to the institution acquainted alumni with new and/or little known functions of the college."

One of these new functions was continuing education. The importance of alumni colleges exposing alumni to the concept of lifelong learning via its alma mater was mentioned by Carleton, Pomona, Ohio State, and Penn State.

Also, the potential for increased good will, support, and involvement was cited by over half of the participants as the primary benefit of alumni college. Since most respondents listed increased involvement as an explanation of their decision to support an alumni college, it appears that, in the perception of those responsible for planning these colleges, alumni college has fulfilled its objectives.

Some respondents felt alumni college brought financial benefits to the institution. Perhaps it is because, as one respondent said, "Alumni leave the program with tremendously intensified feelings about their university and facility. This results in increased potential for financial support." At least 25 percent of the respondents view alumni college participants as potential new donors, as donors who will increase their gifts, or as donors who can be appealed to for a variety of needs. At least one institution (Cornell) made a profit from its alumni college in 1976 and 1977.

Other sponsors thought a major benefit from alumni college was the increased utilization of campus resources (American). Harvard and Cornell mentioned increasing the use of physical facilities and providing employment for faculty.

The alumni units and the continuing education units viewed sponsorship as a way:

1. to increase revenue;

2. to increase greater programming in continuing education; and

4. a changed image from a program of social and athletic activities to a unit with more possibilities.

Faculty sometimes saw alumni college as an opportunity to increase income and as the foundation for an increased interest in continuing education.

In summary, alumni college provides opportunities for increased local and national visibility. The program can improve the image of the institution as well as that of the sponsoring unit. It can help recruit students for both the undergraduate and continuing education programs. Alumni college may also increase revenues for the faculty, the sponsoring unit, and the larger institution.

Disadvantages

While the advantages of sponsoring an alumni college clearly outweighed the disadvantages, respondents cited several disadvantages. Five institutions (Carleton, University of Connecticut, Hobart and William Smith, University of Rhode Island, and Michigan) cited the cost to the institution. The University of Rhode Island's respondent remarked that his program was always in the red. This may be true of many other programs--and it is interesting that so few institutions mentioned the financial investment required to initiate and support an alumni college.

Only two other sponsors identified disadvantages. Principia's director remarked that "alumni college takes time away from football camp or other programs unless care is taken to schedule harmoniously with all departments involved." The University of Washington's respondent replied that alumni college "places a state institution in a position of being susceptible to charges of elitism due to the apparent high cost of the program." The University of Washington's program is among the most expensive of alumni colleges. A participant pays $320 per person for a double occupancy dormitory. This fee did not include all dinners or any breakfasts. Washington is, in fact, aware of this charge. According to the program director, the price was deliberately set to convey to participants a sense of special status.

Implications for the Practitioner--From Practitioners

Directors were asked, "What is the single most important piece of advice you would give to an institution that wanted to organize a successful alumni college program?" The respondents' suggestions (often more than one) fall into the following categories: (1) needs assessment; (2) planning; (3) adult programs; (4) promotion, marketing, publicity; (5) staffing and administrative support; (6) faculty; (7) children's programs; (8) price; and (9) location.

Needs Assessment

The importance of knowing your audience was stressed by Carleton, Johns Hopkins, Ohio State, and Principia. Principia urged the sponsor to make sure that it is meeting alumni needs rather than trying to sell a program idea. Ohio State, which cancelled its 1977 alumni college, also urged, "Be sure your alumni want an alumni college...do research... many will say yes and not come. Inquiries don't tell the true story. One university I know of received 300 inquiries and had ten reservations last time we talked. Subsequently, the summer college was cancelled."

Planning

Allow sufficient lead time--one year--admonished Yale and Notre Dame. In your organization, pay particular attention to detail, said Penn State. Harvard added, "Be prepared to start small and work your way up." In the same spirit, the University of Michigan said to take the long view, and Hobart and William Smith added, "Don't be discouraged by attendance in the early years; it takes five years to become established."

Program

"Pick stimulating topics and have a quality program. Make them genuine academic programs with a high order of scholarship," argued Syracuse, Princeton, Vermont, and Johns Hopkins. Ohio Wesleyan reminded, "Don't underestimate the desire of those attending for intellectual stimulation; they want to hear significant talks and participate in discussions and think."

Although the University of Pennsylvania and Johns Hopkins stressed the importance of good topics, they also advised a balanced program of intellectual and recreational activities. Bowling Green echoed this suggestion.

The importance of building on the strengths of your institution was also recommended. "Don't try to copy someone else's program," suggested Brown and Carleton. At the same time, the University of Chicago and the Five Colleges suggested getting help from directors of successful programs like Brown, Cornell, and Dartmouth.

Promotion, Marketing, and Publicity

A quarter of the sponsors emphasized the necessity of excellent promotion, marketing, and publicity. Cornell urged that directors analyze their markets. Cornell prepares a summary each year of the demographic characteristics of its participants (year of graduation, state, marital status, children at alumni college, and occupation). Hobart and William Smith suggested that announcement of alumni college be made early in the year and be followed by additional mailings. The University of Kansas

urged, "Put as much as the budget will permit into promotion. A 1 percent return will pay most of the bill." Brown summed up much of the sentiment expressed above by saying, "Use the advice of direct mail experts and sell the program." Another sponsor suggested that an advisory board could help promote the program.

Staff-Administration

There were few comments on staffing, and some of those were contradictory. One sponsor (Bowling Green) urged keeping the involvement of other university offices at a minimum. On the other hand, the University of Colorado suggested working closely with the continuing education unit. Others echoed the benefits of cooperation. The University of Rhode Island suggested that the sponsor be sure it has the full support of the university and faculty--"If not, forget the whole thing." The University of Oregon also called attention to the importance of political backing from the director of housing and the director of the summer session program. One respondent suggested having a 24-hour ombudsman on call to handle all emergencies.

Faculty

While one respondent (Whitman) emphasized the importance of using well-known faculty, it, along with others (Wellesley, University of Illinois), emphasized the importance of lively and enthusiastic teachers. Wellesley also thought that the faculty should be willing to socialize with the participants for the duration of the program.

Children's Program

Penn State emphasized the importance of having a varied and creative program: "The adults love it when the children are well taken care of. Marketing for a family won't inhibit singles and couples without children."

Pricing

There was a lack of agreement about pricing. There University of Washington ($370 per person, double occupancy) urged, "Don't underprice," while The Johns Hopkins University ($175 per person, double occupancy) advised, "Keep it inexpensive." "Figure your costs on a small number of participants," said Pomona. Cornell's director, however, theorized that most alumni colleges were underpriced (10).

Location

Three institutions (The Johns Hopkins University, the University of Pennsylvania, and St. Mary's College) stressed the importance of location. Johns Hopkins decided to hold its alumni college at pastoral St. Mary's College because it did did not think its Baltimore campus would be as attractive. The University of Pennsylvania cancelled its

1977 program because it attracted so few people. The director attributed the small numbers to the alumni college's location in Philadelphia. Currently the University of Pennsylvania has initiated a new type of alumni college--family-oriented at a camp site in New England. People at Penn hope that this change of location will encourage younger alumni and their families to attend (49).

Summary

There has been considerable discussion and press coverage of the alumni college movement. Furthermore, there is evidence that the number of alumni colleges is going to continue to increase. At a recent conference organized by Cornell University, 11 institutions without alumni colleges sent representatives to join with directors of interested alumni colleges for a conference on "marketing alumni colleges" (1).

Our data substantiates that the alumni college movement is a growing phenomenon although it also shows that producing a successful alumni college is not easy. Often difficulties arise because organizers of alumni colleges have not carefully determined (1) who is likely to attend alumni college, (2) what they are hoping to gain from the experience, and (3) how the participants can best be reached.

The primary goal of our survey has been to assist directors and prospective directors of alumni colleges as well as adult educators interested in liberal adult education to answer these questions.

For the purpose of this paper, an alumni college was defined as a five- to seven-day residential experience for adults sponsored by institutions of higher education focused on the noncredit study of the liberal arts. By the preceding criteria, 47 institutions were identified as having alumni colleges. Eight alumni colleges were identified too late to be included in this study. Thirty-seven institutions completed a written questionnaire on their alumni college and were included in this study.

Some institutions sponsored "alumni college" type programs in the 1930s. Modern programs began in 1958, although rapid growth in the number of programs has been only apparent since 1970. The growth in numbers gives a misleading idea about the health of alumni colleges. Many alumni colleges are fragile and are sometimes cancelled only to be started again. Our results showed that an alumni college is: (1) likely to be sponsored by a prestigious private institution rather than a lesser known private or a large public institution; (2) unlikely to be found in the South or Southeast; (3) likely to be sponsored by an institution with a living alumni "student body" of 40,000 or less; (5) likely to have at least a stable participant enrollment or to be increasing at more than 5 percent per annum.

Alumni colleges may have a variety of sponsors although it is most likely that an alumni unit will be a sponsor or cosponsor. Sponsors may have a variety of motives for organizing an alumni college. It is probable that their rationale includes the obligation of the institution to the lifelong learning of alumni and the desire to gain support from alumni who usually do not participate in alumni association activities.

Professionals are the predominant occupational group at alumni college and educators are the most typical profession. Except for graduating classes after 1970, classes are represented in about equal proportion. Half the participants are married couples who come to alumni college without their children--in some cases, perhaps because the alumni college does not have a children's program. In the 50 percent of alumni college programs with concurrent children's programs, at least one quarter of the participants bring children.

In making their decision to attend alumni college, participants are primarily motivated by the desire for intellectual stimulation or for this desire in combination with a recreational experience. Apparently participants are very satisfied by their experience because half of the participants return at least a second time to alumni college.

Alumni college topics and themes are often interdisciplinary and have their roots in the traditional liberal arts disciplines. A few alumni colleges pay attention to development of intellectual skills and others to topics that may be "liberating" (such as assertiveness training) but which may not be part of conventional liberal arts programs.

Those participants who would like to enrich themselves beyond the experiences of the classroom usually can pursue additional reading via bibliographies and/or books or handouts given to each participant. Over half of the participants read at least some of the bibliographical material and nearly three-fourths read all or nearly all of the books and handouts that are sent to them.

A significant portion of participants come to alumni college for intellectual and physical stimulation. Nearly all alumni colleges include tours, social events, and access to recreational facilities as part of their program.

Most institutions offer at least one tour. Especially in the larger institutions, tours can make up a significant portion of the alumni college's intellectual stimulation. While most social events lack an intellectual element, several include faculty and thus offer participants the opportunity to extend a classroom discussion into the cocktail hour.

While participants may be getting their intellectual and social stimulation in a variety of ways, their housing choices are much more restricted. Most alumni colleges house their participants in the dormitories.

Planning and administering alumni colleges are carried out in large part by the sponsoring unit. Since alumni units are the most frequent sponsors, it is not surprising that they are most heavily involved in planning and administration. Occasionally, however, they call upon other campus units, citizens advisory committees, or faculty to help them with their decisions. Faculty frequently have a role in deciding the topics and/or selection of other faculty. The alumni unit usually takes charge of promotion. Continuing education units, Office of Summer Sessions, etc., carry on the majority of planning activities in those institutions for which they are the sole sponsor.

Direct mail was cited most often as the most effective way to recruit participants. Less than half of the institutions mailed brochures to all their alumni. Those that segmented their direct mail did so on the basis of a variety of criteria (geography, year of graduation, type of professional school, past participation in other alumni activities, parent of student in the institution).

The offering of an alumni college has often affected other program development efforts of the sponsors. Many of the alumni colleges are only a year or two old, and it is possible that their sponsoring institutions may not have had the chance to develop new programs as a result of their experience. Many of the "young" alumni colleges are planning programs that are "spinoffs" of their alumni college--for example, weekends on or off the campus at a time different from that of alumni college, or alumni colleges in other parts of this country or abroad.

The development of new programs for the sponsor is but one of the advantages of sponsoring an alumni college. Respondents also felt that in general the institutional image is often enhanced by sponsorship. Also, alumni learn more about the continuing education function of the institution. In addition to the good will generated by alumni colleges, there are financial benefits, increased use of facilities, and increased opportunities for improved relationships with other campus units. The major disadvantage to sponsoring an alumni college is that it places a financial strain on the sponsor. Some alumni colleges have been dropped for this reason.

Respondents, realizing that alumni colleges may be fragile endeavors, offered a variety of suggestions to other directors and would-be directors of alumni colleges. The most frequent suggestions related to promotion and to program development.

Discussion

As noted in our conclusion, the desire for intellectual stimulation was the primary reason why people attended alumni college. The desire for intellectual stimulation is also one of the most frequently cited reasons why adults participate in other types of liberal arts education. This motivation is in contrast to the utilitarian motivation of participants in most other adult education programs (32).

A recent Iowa State University study also supports the idea that the desire to satisfy intellectual curiosity is the chief motivation for attending alumni seminars focused on liberal education (19). Furthermore, participants in the Iowa State study indicated that intellectual stimulation was one of the two most frequently cited sources of satisfaction from participation in the seminar.

Indeed the only area which the ISU participants selected with an almost equally high frequency was the desire to share an intellectual experience with one's spouse. Participants rated this as the source of their greatest satisfaction from attending the alumni seminars (19).

Earlier studies by Kaplan and by Knox also support the importance of the spouses sharing of the educational experience (33, 36). Knox suggests that middle-aged, middle-class couples have a latent readiness for liberal education due to the nature of their developmental tasks. Declining vocational demands and decreasing responsibility for child-rearing create "teachable moments" for adults who wish to change or increase their leisure time activities and to get to know their spouse again (36). This opens an opportunity for the sponsors of alumni colleges.

In our study we found an almost equal number of people attending alumni college for the combination of the intellectual and recreational experience. This combination of "active ingredients" has often been cited as the reason for the success of residential programs such as the Danish Folk Schools and the Chautauqua Assembly (18, 24, 26). Although little research has been done on the reasons for the success of residential programs, several factors have been cited to account for such success. These include (1) the refreshing change in environment (15); (2) a removal of the distractions and pressures of everyday life (46); (3) the relaxed atmosphere for learning (46); (4) the fact that learning can take place throughout the day and not just "in classes" (15, 46); (5) a program that takes in the whole person physically and intellectually (5, 46).

One can, however, speculate from general learning theory as to why the atmosphere of an alumni college is so conducive to learning. In a word,

the atmosphere is free. The participants are there on their free time. They have freely chosen to come. They are free to set their own goals. They are free to choose among a variety of activity options. They are free to learn without threat of failure (61).

While little research has been done on the advantages and disadvantages of residential education, considerably more attention has been paid to defining the audience for liberal adult education. Knox examined participation patterns in a number of liberal adult education programs and found several common characteristics (36). Liveright has said there is a "natural audience" for liberal education programs: "Their average age is about 35. They are well up on the socioeconomic scale and median earnings are well above the national averages. More women than men are present in these programs and considerably more couples participate than in most educational enterprises." This description generally fits the description of the alumni college participants (38).

In addition to knowing some general characteristics of participants in liberal adult education and in alumni colleges, it would be useful to know some special characteristics of alumni college participants: How many of the participants are alumni? How many are parents of students? How many are just "friends" of the institution?

This survey did not attempt to characterize alumni college participants on these dimensions. This information would be irrelevant for those alumni colleges that admit only their own alumni; however, many alumni colleges are open to friends of the institution. Even so, many alumni college students were once students at the institution or married to students at the institution (10). Nonetheless, at the University of Oregon's Vacation College, graduates of the institution make up only 19 percent of the student body (25). Furthermore, while alumni and spouses may make up the majority of participants at a university, some other group may also be a significant portion of the students. At Brown, for example, one-quarter of the participants are parents of students (48). Stanford's programs also are open to parents and friends, and 50 percent of the participants are commuters (48). I presume that the commuters are not necessarily Stanford graduates.

Admitting that there is a natural audience interested in intellectual stimulation and recreational experience is a step toward the definition of the interests of the participants. Can we more closely define the nature of the alumni college participant's intellectual desire? Information of this nature has been found for other liberal adult education programs. Knox, for example, reported a relationship between the type of topic and the age of the audience it will attract. Programs dealing heavily with philosophy and religion attracted participants with a median age of 45, those dealing with the arts a median age of 40, and those dealing with political affairs a median age of 35.

We question if these generalizations are applicable to alumni college participants since respondents often reported that any topic well presented could generate an enthusiastic audience. Furthermore, the high rate of return for alumni colleges devoted to many different topics suggests there is no magic formula for selecting topics.

What are the implications of our conclusions about the nature of alumni college participants' desire for intellectual stimulation? Anything goes? Not quite--anything good goes. This may mean that the alumni college director should spend less time worrying about "trendy" topics and more about using the resources of the institution to present an exciting program. In other words, once participants are at alumni college and are a captive audience, anything good will satisfy them. From a marketing point of view, however, it may be that certain topics will arouse more interest than others.

Since alumni colleges are successful in getting repeaters, one way to attract new participants may be to communicate the feeling of what alumni college is like. This can be done with brochures featuring good layouts, including pictures showing the nature of the alumni college experience, and testimonials from past participants.

Since we found that the primary responsibility for planning and administering alumni college--especially promotion--belonged to alumni units, it seems vital to ensure that these people (or any person charged with that task) are equipped to successfullly market alumni college. Probably most people with any successful marketing backgrounds agree that one must: (1) know your product; (2) know your customer; and (3) make sure that your customer knows your product.

Unfortunately, alumni college is so new that it is probably not clear to many directors exactly what their product is. Are they trying to market alumni education? A vacation? Or some combination of both? The answer to this question may be different for every alumni college but the answers to these questions are of paramount significance in determining such vital issues as the price to charge participants. Viewed strictly as education, alumni college clearly will do little to improve the participants' earning power. As a result, there may be a tendency on the part of some alumni college directors to undervalue the worth of the educational experience. Surely the high rate of return argues that the participants place a high value on the intellectual stimulation they received. However, alumni colleges charge for a week what continuing professional education or managerial institutes charge for a weekend.

Viewed as a vacation, alumni colleges are also a bargain. Thus it may be that many of the currently existing alumni colleges could raise their fees by a modest amount and not decrease the number of enrollees. Those

planning to initiate alumni colleges might adopt bolder pricing strategies and, if they then don't get the number they want, cut back their price in subsequent years. Certainly it is easier to slash a price than it is to increase it. The possibility that higher fees will work seems especially likely for an audience that is made up of so many professionals. In other words, it seems possible that the financial problems of some alumni colleges are unnecessary. Alumni college sponsors who may be worried that they are asking for a gift should pay more attention to the unique value of their product.

Finally, if the "customer" of alumni college is to "know" the product the sponsors are trying to promote, the sponsors must ensure that their promotion--in most cases, direct mail--pays sufficient attention to the sophistication of both their product and their customer.

To people familiar with the literature of continuing education, it is notable that not one director of an alumni college singled out evaluation as an important feature of planning a successful alumni college, even though almost half of the respondents did some sort of evaluation. Perhaps because so many of the participants return, evaluation has not been seen as particularly helpful in attending to the planning of alumni colleges. Certainly, however, some institutions (for example, Cornell and the University of Illinois) do consider the evaluation of great significance in readjusting their programs.

Although, as we have seen in this report, the alumni college movement can trace its family tree back to the 19th Century, its rediscovery and growth have been a comparatively recent development. In this light, it is a "baby" in the adult education family. Like any baby, it has its growing pains. It is slowly discovering its strengths and weaknesses and faces an uncertain future. Those who have observed its growth, however, cannot help but feel an excitement about its future.

Whatever the future holds, it is clear that already a significant number of alumni are finding that, to paraphrase a popular song of a few years ago, college is better the second time around.

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ALUMNI COLLEGE
SURVEY

*Respondents checked more than one category--total does not equal 100%.

PLEASE CIRCLE ONE CODE NUMBER FOR EACH QUESTION UNLESS OTHERWISE SPECIFIED. FOR THOSE QUESTIONS REQUESTING PERCENTAGES, YOUR BEST ESTIMATE IS REQUESTED.

1. Who sponsors your Alumni College? *(Circle all that apply)*

Alumni Association/alumni relations 89%---1 (33)
Office of Continuing Education 32%---2 (12)
Office of Public Relations 3%---3 (1)
Other, please specify 11%---4 (4)

_____

2a. Which of the following do you think are the three most important reasons for your institutions sponsoring an Alumni College? *(Rank in order of importance. 1 = most important, 2 = second most important, 3 = third in importance).*

____ Money making venture for sponsoring unit 1=0 2=69%(2) 3=39%(1)
____ Obligation of institution to lifelong learning of Alumni 1=45%(15) 2=35%(11) 3=12%(14)
____ Way of "thanking" loyal Alumni 1=0 2=0 3=3%(1)
____ Method of improving the image of your institution 1=6%(2) 2=9%(3) 3=30%(10)
____ Way of providing summer employment for faculty 1=0 2=0 3=6%(2)
____ Way to utilize underused campus facilities 1=3%(1) 2=0 3=3%(1)
____ Method of recruiting students 1=0 2=0 3=3%(1)
____ Way to gain support from Alumni who do not usually participate in Alumni Association activities 1=30%(10) 2=33%(11) 3=9%(8)
____ Way to provide basis for other continuing education experiences 1=0 2=12%(4) 3=18%(6)
____ Other, please specify 1=0 2=0 3=0 _____
____ Other, please specify _____

2b. Were your above answers influenced by information provided by a written evaluation of your Alumni College?

No 73%(87)---1
Yes 37%(10)---2

3a. In what year was your first Alumni College held? see Table 2

3b. Has your Alumni College been held continuously since its inception?

No 23%(8)---1
Yes *(skip to question 4)* 79%(26)---2

3c. Why hasn't your Alumni College been held continuously? _____

_____

4. Circle the number of the pattern that best describes the attendance of your Alumni College since its founding.

Rapidly descreasing (10% or more per annum) 6%(2)---1
Slowly decreasing (5-10% per annum) 3%(1)---2
Stable (+ or - 5% per annum) 34%(11)---3
Increasing slowly (5-10% or more per annum) 28% (9)---4
Increasing rapidly (more than 10% per annum) 28%(9)---5

5. Approximately what percent of your participants . . .

see Tables

Attend only once---------- ____ %
Attend twice---------- ____ %
Attend three or more---------- ____ %
Total 100 %

6. Listed below are topics occuring in Alumni College programs. Indicate with a (+) the three areas you have found to be the most popular with participants. Indicate with a (-) the three least popular topics for participants.

+	-		+	-		+	-	
5	3	Physical Education and Recreation	3	2	Music Appreciation	1	3	Economics
6	2	Adult Development	2	1	Music Workshop	2	5	Drama
2	2	Consumer Economics	2	4	Art Workshop	0	4	Education
3	1	Biological Science	2	2	History (non US)	5	2	Sociology
4	0	Art Appreciation	8	2	Foreign Affairs	2	3	Psychology
3	2	Physical Science	3	1	Literature	2	1	US History
		___ Other, specify _____				9	1	US Politics
		___ Other, specify _____						
		___ Other, specify _____						
		___ Other, specify _____						

7a. Is your Alumni College older than 5 years?

No *(skip to question 8)*----------1
see Table
Yes----------2

7b. Have you noticed any changes in topic appeal over the last 5 years?

No *(skip to question 8)*----------1
Yes----------2

7c. Describe the changes in topic appeal. _____

_____

_____

8. Approximately what percent of your participants graduated in each of the following years?

Class of 1971-1977----------8.13%
Class of 1961-1970----------19.6%
Class of 1951-1960----------20.7%
Class of 1941-1950----------23.5%
Pre-World War II (pre-1941)----------25.6%
Total 100 %

9. In general, what percent of your participants are . . .

Married couples who bring their children---------- 45%(14) ---------- ____%
Married couples who do not bring their children---------- 29%(9) ---------- ____%
Single adults who do not bring children---------- ____%
Single adults who bring children---------- ____%
Total 100 %

10. Please indicate and rank which three of the following occupations are most characteristic of your Alumni College participants. *(1 = most characteristic)*

____ Professionals 1=6%(18) 2=4%(1) 3=4%(1)
____ Employees/Owners of small businesses 1=4%(1) 2=15%(4) 3=19%(5)
____ Employees/Executives of large corporations 1=4%(1) 2=46%(12) 3=23%(6)
____ Homemakers 1=12%(3) 2=46%(12) 3=31%(8)
____ Craftsman/Artists 1=0 2=0 3=0
____ Blue-collar workers 1=0 2=0 3=0
____ Retired 1=15%(4) 2=7%(2) 3=38%(10)
____ Other, please rank and specify _____

11a. In general, what percent of your participants are professionals (physicians, attorneys, teachers, social workers, engineers, professors, etc)?

mean - 53% ---------- %
100 %

no response = 5

11b. Overall, which three professional groups are most represented as participants in your Alumni College? *(Rank in order of importance, 1 = most represented)*

____ 1. Educators 1=38%(10) 2=28%(4) 3=18%(5)
____ 2. Attornies 1=11%(3) 2=11%(3) 3=18%(5)
____ 3. Physicians 1=4%(1) 2=18%(5) 3=4%(1)

12a. Which of the following do you think are the three most important reasons for participants coming to your Alumni College? *(Rank the three most important reasons. 1 = most important, 2 = second most important, and 3 = third most important).*

____ Intellectual stimulation 1=44%(16) 2=22%(8) 3=14%(5)
____ Opportunity to meet new people 1=3%(1) 2=11%(4) 3=28%(10)
____ Vacation that is a combination of physical and intellectual activities 1=42%(15) 2=33%(12) 3=14%(5)
____ Vacation in the particular site of your Alumni College 1=11%(4) 2=0 3=1%(7)
____ Vacation at Alma Mater 1=0 2=17%(6) 3=1%(7)
____ Vacation that is inexpensive 1=0 2=6%(2) 3=11%(4) 3=14%(5)
____ Other, rank and specify _____
____ Other, rank and specify _____

12b. Were your above answers influenced by a written evaluation of your Alumni College?

No---------- 32%(11) ----------1
Yes---------- 64%(22) ----------2

13a. Have you developed any new continuing education programs as a result of your experience with Alumni College?

No *(skip to question 13c)*--61%(20)----------1
Yes--39%(13)----------2

13b. Please describe these programs. _____

_____

_____

13c. Are you considering any new continuing education programs as a result of your experience with Alumni College?

No *(skip to question 14)*--33%(11)----------1
Yes--66%(22)----------2

13d. Please describe these new programs. _____

_____

_____

14a. Do you think there were any benefits to your institution as a result of sponsoring an Alumni College?

No *(skip to question 15)*----------1
Yes--100%(36)----------2

14b. Please describe these benefits. _____

_____

_____

15a. Do you think there are any disadvantages to your institution in sponsoring an Alumni College?

No *(skip to question 16)*--86%(31)----------1
Yes--14%(5)----------2

15b. Please identify these disadvantages. _____

_____

_____

16. Listed below are some of the units involved in organizing an Alumni College. Under the listing of the units is a list of some of the major activities these units plan. *(For each of the following activities please indicate the unit(s) responsible for that activity. If the activity is not a part of any unit's responsibilities, please indicate "NA", not applicable)*

A = Alumni Association B = Extension C = Faculty Committee D = Participants in previous Alumni College E = Citizens Advisory Committee (non Alumni College participants) F = Office of Summer Session G = Other, please specify below

____ Selection of topics
____ Choice of faculty
____ Choice of social events
____ Selection of tours
____ Design and content of brochure
____ Promotion other than brochure
____ Choice of accomodations
____ Other, please specify _____

*=see page 4a--

1. selection of topics n=36
   a=72%(26) b=19%(7) c=33%(12) d=19%(7) e=17%(6) f=19%(7)

2. choice of faculty n=36
   a=78%(28) b=28%(10) c=28%(10) d=8%(3) e=3%(1) f=14%(5)

3. choice of social events n=36
   a=87%(31) b=22%(8) c=6%(2) d=17%(6) e=0 f=14%(5) g=6%(2)

4. selection of tours n=30
   a=77%(23) b=3%(9) c=3%(1) d=7%(2) e=7%(2) f=14%(4)

5. design and content of brochure n=36
   a=75%(27) b=28%(10) c=3%(1) d=3%(1) e=0 f=20%(7)

6. promotion other than brochure n=36
   a=72%(26) b=19%(7) c=0 d=6%(2) e=3%(1) f=6%(2) g=6%(2)

7. choice of accommodations n=36
   a=20%(19) b=28%(10) c=2%(1) d=0 e=0 f=22%(8)

17a. Do you use free publicity?

No *(skip to question 18)*---10%(4)---1
Yes---90%(33)---2

17b. Which of the following methods do you utilize? *(Circle all that apply)*
How do you utilize each of the methods that you have circled? *(Specify on the lines provided)*

Newspaper stories---67%(24)---1

TV/Radio---31%(11)---2

News releases 14%(5)

Local talk shows 8%(3)

Public service announcements 8%(3)

Talks by professional staff to civic, cultural, or alumni organizations---17%(6)---3

Recruitment by past participants---47%(17)---4

18. * What are the three most successful techniques you use for initial recruitment of participants? *(Rank in order, 1 = most important)*

1. Direct Mail 1=63%(22) 2=31%(11) 3=0
2. Newspaper/Mazagine 1=20%(7) 2=20%(7) 3=17%(6)
3. Word of Mouth/Past Participants 1=14%(5) 2=17%(6) 3=14%(5)

19. How many living alumni do you have? See Figure II

20. Did you send your brochure on Alumni College to all your living alumni last year?

No---58%(21)---1
Yes *(skip to question 27)*---42%(15)---2

Listed below are some of the possible characteristics of the alumni population to whom you mail your brochure. Please circle those characteristics you considered last year when making up your brochure's mailing list. For each characteristic you circle (part a) please explain how you segment the characteristic in part b.

21a. College/Professional school---------27%(4)----------1

21b. To which colleges/professional schools did you mail ?

_____

_____

22a. Year of graduation---------33%(5)----------2

22b. Which years of graduation did you mail?

_____

_____

23a. Geographic area---------60%(9)----------3

23b. To which geographic areas did you mail?

_____

_____

24a. Past participation in other Alumni Association activities---------13%(2)----------4

24b. To participants in which other Alumni Association activities did you mail?

_____

_____

25a. List from the development office---------33%(5)----------5

25b. Which list from the development office?

_____

_____

26a. Other, please specify---------40%(6)----------6

26b. _____

_____

27a. Do you send a bibliography of suggested readings to the participants before they come to Alumni College?

No *(skip to question 28)*---------30%(11)----------1
Yes---------70%(26)----------2

27b. How much of the items recommended in the bibliography does the average participant read before he comes to Alumni College?
No response=1 *some respondents checked more than one category

None	Hardly Any	Some	Nearly All	All
1	2	3	4	5
0	8%(3)	42%(15)	17%(6)	6%(2)

28a. Do you send books and/or other reading materials to the participants before they arrive at Alumni College?

No *(skip to question 29)*---49%(18)---1
Yes---49%(18)---2
no response 2%(1)

28b. How much of the books and/or other reading materials does the average participant read before he comes to Alumni College?

None	Hardly Any	Some	Nearly All	All
1	2	3	4	5
0	5%(1)	37%(7)	68%(13)	11%(2)

29a. Does your Alumni College have a children's program?

No---30%(11)---1
Yes *(skip to question 30)*---70%(26)---2

29b. What are some of the reasons for your not having a children's program?

_____

_____

_____ *(skip to question 31)*

30a. In general, what percent of adults come with children? *(Circle most applicable response).*

Under 10%---17%(4)---1
10-25%---29%(7)---2
25-50%---26%(9)---3
50 + %---29%(4)---4
not applicable (13)

30b. In general, what is the most typical age of the children?

* Under 5 years old---0---1
5-8 years old---33%---2
8-12 years old---71%---3
12-14 years old---25%---4
14-older---4%---5
n=24 some respondents checked more than one category

31. Do you offer adults tours of the campus or surrounding area?

No *(skip to question 32)*---18%(6)---1
Yes---82%(27)---2

32a. How many different tours did you offer last year? mean = 4
(no response = 3)

32b. What were your three most popular tours?

1. campus (8)
2. city/architectural (7)
3. art museums (9)

33. Which of the following social events are part of your Alumni College? *(Circle all those that apply).*

n=37

Cocktail Party----------76%(28)----------1
Picnic----------81%(30)----------2
Theater Night----------64%(24)----------3
Dinner - "off campus"----------30%(11)----------4
Movies----------35%(13)----------5
Dance----------5%(2)----------6
Other, please specify----------7

_____

Other, please specify----------8

_____

34. Where did you hold your last Alumni College?

University/College dormitories----------89%(33)----------1
Private residence halls----------3%(1)----------2
Conference center on campus----------3%(1)----------3
Resort off campus----------3%(1)----------4
Motels/Hotels off campus----------5
Other, please specify----------3%(1)----------6

_____

35. * What is the single most important piece of advice you would give to an institution that wanted to organize a successful Alumni College program?

Promotion 27%(10)

Program 24%(9)

Needs Assessment 10%(4)

Staff 10%(4)

Internal Support 8%(3)

Location 8%(3)

Thank you for your cooperation. Please return in the enclosed envelope.